



2008

ENACTING A LEARNING MISSION: A consulting report for the Ontario College of Art & Design

Bennett, Scott and Foote, Steven

Suggested citation:

Bennett, Scott and Foote, Steven (2008) ENACTING A LEARNING MISSION: A consulting report for the Ontario College of Art & Design. Project Report. Ontario College of Art & Design, Toronto, Ontario CANADA. (Submitted) Available at <http://openresearch.ocadu.ca/id/eprint/10/>

This is a final report which makes helpful suggestions on how the university might envision a new learning facility to support the university curriculum.

Open Research is a publicly accessible, curated repository for the preservation and dissemination of scholarly and creative output of the OCAD University community. Material in Open Research is open access and made available via the consent of the author and/or rights holder on a non-exclusive basis.

PERRY DEAN ROGERS | PARTNERS ARCHITECTS
WITH
SCOTT BENNETT LIBRARY SPACE PLANNING CONSULTANT

Ontario College of Art & Design

ENACTING A LEARNING MISSION

A consulting report for the Ontario College of Art & Design



27 June 2008



Ontario College of Art & Design

TABLE OF CONTENTS

1	Introduction	5
2	Preliminary Space Program	7
3	Needs Assessment Step 1: Principal Educational Challenges	11
4	Needs Assessment Step 2: Creating a Mission Statement	15
5	Needs Assessment Step 3: Specific Actions to enact the Mission Statement	17
6	Needs Assessment Step 4: Refinement of Preliminary Space Program	19
7	Conclusion	21
8	Attachments 1. Participants in the Planning Process 2. Information Literacy Practices at Art & Design Libraries 3. Report on Infrastructure Requirements 4. Proposed Staff Levels 5. Detailed Preliminary Space Programs 6. Learning Zone Specifications 7. Learning Behaviors Data 8. OCAD Library Student/User Survey 9. Principal Educational Challenges facing the library and collaborating units 10. Draft Vision and Mission Statement 11. Consultants' Resumes	23



A studio review of a library proposal during the consultation.

1

INTRODUCTION

We have been asked to provide OCAD with a Needs Assessment Statement and a Preliminary Space Program for the library. To do this, we worked with many members of the OCAD community over a three month period. Attachment 1 identifies these individuals. We are grateful to everyone with whom we met for their warm welcome to OCAD and for the energy, thoughtfulness, candor, and occasional passion that informed our discussions. It is a great privilege to come to know so many members of the OCAD community.

This document fulfills our assignment in ways not anticipated at the outset of our work. We started our work focused on what will be required if the library and collaborating units¹ are to support OCAD in its ambitious self-redefinition as a university for the Age of Imagination. As our work progressed, we saw that the underlying question is what will be required for the library and collaborating units to enact the university's mission—to become active agents and not only supportive agents in realizing the university's ambitions.² This idea of active agency is reinforced by Megan E. Macken, who in writing about the art library as place concludes that

to ensure the continued existence of the library facility, it is important to define the role of the academic art or architecture library in the context of the institution's mission. While several models of library-facilities planning have been developed to respond to changing technology, the paradigm that aligns itself most closely with the mission of the academic institution is the learning-centered model of library space planning. This model requires buildings to promote learning among the community and places facilities standards within the context of learning goals.³

The comment of a student responding to a recent survey about the future of the OCAD library provides an excellent point of departure in thinking about a library designed for learning. This student observed that “most [undergraduate] students do not know how to function within a library space anymore. They are not familiar with the organization of materials, the pace of research (being used to sources like wikipedia that provide instant gratification), or the amount of resources available

¹ The principal collaborating units are the Imaging and Documentation Centre and the Writing and Learning Centre. Other potential collaborators include Academic Computing, Campus Life and Career Services, the Centre for Students with Disabilities, and the Centre for Innovation in Art and Design Education (CIADE).

² Jill Grimmels, library director at Davidson College, clarified the difference by saying that “I think that libraries have tried to support learning, but I don’t think libraries have traditionally said ‘We want to make learning happen here.’” See Scott Bennett, *Libraries Designed for Learning* (Washington, DC: Council on Library and Information Resources, 2003), p. 3. It is unfortunately as common for librarians to assume that good services prompt good learning as it has been for faculty to believe that good lectures prompt good learning. In both cases, means are being confused with ends, as is argued by Robert B. Barr and John Tagg, “From Teaching to Learning—A New Paradigm for Undergraduate Education,” *Change*, 27 (November/December 1995): 12-25.

³ “The Art Library as Place: The Role of Current Space Planning Paradigms Within the Academic Art and Architecture Library,” *Art Documentation*, 25,2 (2006): 23.

in a library. As such, [the Library] seems unapproachable, overwhelming, and ineffective. (It's so sad!)" One might say this student is describing a fundamental shift in our information and learning environment, where we have moved from an earlier, information-constrained environment to a superabundantly information-rich environment. Critically informed attention, not information, is now the scarce resource. In this environment, information literacy is the principal challenge before us; it is this challenge that requires that librarians join other instructors in enacting the education mission of their institutions.⁴

This report speaks to both a supportive and an active sense of agency. The Preliminary Space Program deals most clearly with the former, while the Needs Assessment Statement deals more with the latter. The Needs Assessment Statement addresses a set of core issues requiring further consideration and presents a method for doing that. For that reason, the Needs Assessment Statement must be understood to be preliminary, just as the space program is. Further work on assessing needs will yield insights that will inform the further refinement of the space program presented next.

⁴ Information literacy involves the skills of recognizing when information is needed, of finding and evaluating information, and of using information in socially responsible and ethically informed ways. Information literacy is also a key element in the disposition toward life-long learning. There is a voluminous professional literature on information literacy; an excellent point of entry is the Web site maintained by the Association of College and Research Libraries, "ACRL Information Literacy," <http://www.ala.org/ala/acrl/acrlissues/acrlinfoit/informationliteracy.htm> (available 19 June 2008). Attachment 2 identifies documents about information literacy specific to art and design libraries.

2

PRELIMINARY SPACE PROGRAM (COMPLETED JUNE 2008)

There follows a first approximation of a program for what is required by the library and collaborating units to support OCAD as a university for the Age of Imagination. This first approximation of program needs gives the university an early opportunity to understand and reflect on the scope of the library's aspirations, and it provides order-of-magnitude parameters to university officers as they fit the library into campus-wide planning. This first approximation is expressed in terms both of the operating budget and of the capital budget for physical space.

Factors provided through the operating budget

- The university's technical infrastructure, including support provided through IT Services for the library and information commons, should enable the development and maintenance of a robust virtual library with a wide range of digital collections in all media, remotely accessible to faculty, students and staff. The specific needs of the library are presented at Attachment 3.
- The collection budget should be increased to continue the aggressive acquisition of digital information resources already in place and to build a selective print collection, in consultation with faculty, of 200,000 volumes by 2015. In particular, the collection needs to be responsive to the institution's ambitions to found instruction in "practice-based research," to "foster human skills that combine independence with team-based learning," and to develop graduate programs.
- Budgets that support the processing and maintenance of collections should be adjusted to keep pace with the increased acquisitions; processing work flows should be carefully reviewed and alternatives to in-house cataloguing and other processes should be considered.



www.flickr.com

- OCAD should create a digital institutional repository. Among other things, such a repository would support and provide wider access to the databases (usually of images and related information) that a number of faculty members maintain for instructional and documentary purposes.
- To meet the aspirations of the library and archives to support the mission of OCAD, an incremental increase in staff will likely be necessary. Attachment 4 describes these aspirations.

Factors provided through the capital budget for physical space.

Space must be provided to accommodate rapidly growing print and archival collections, an enlarged staff, and required public service spaces. Specifically, the following changes are needed by 2015 for the library and archives:

- 15,500 nasf for collections (compared to the existing 3,689 nasf)
- 18,828 nasf for reader accommodations (compared to the existing 7,143 nasf)
- 3,331 nasf for public and work areas (compared to the existing 1,226 nasf)
- 2,940 nasf for staff (compared to the existing 1,475 nasf)

These changes total to 40,599 nasf (compared to the existing 13,533 nasf).

The following changes are needed for two units to be co-located with the library and archives:

- 2,835 nasf for the University Imaging and Documentation Centre (compared to the existing 1,464 nasf)
- 2,570 nasf for the University Writing and Learning Centre (compared to the existing 959 nasf)

The space needed for these two units totals to 5,405 nasf (compared to the existing 2,423 nasf).

Attachment 5 presents a detailed preliminary program for all of these areas. Taken together, they total to 46,004 nasf (compared to the existing 15,956).

By co-locating the library and other academic units, OCAD has an opportunity to break new ground and significantly to enhance student learning. The new Learning Zone in 113 MacCaul, to be in place by fall 2008, is a prototype of what might be accomplished through strong collaboration in program design and delivery among the Library and Archives, the Imaging and Documentation Centre, the Writing and Learning Centre,⁵ and other academic support units, including Academic Computing, Campus Life and Career Services, and the Centre for Students with Disabilities.⁶ The Learning Zone will be a modification of the learning commons concept, adapted to the particular needs of visual and experiential

⁵ For more on library/writing center collaboration, see James K. Elmborg and Sheril Hook, eds., *Centers for Learning: Writing Centers and Libraries in Collaboration*, Publications in Librarianship No. 58 (Chicago, IL: Association of College and Research Libraries, 2005). See especially Elmborg, "Libraries and Writing Centers in Collaboration: A Basis in Theory," pp. 1-20, and Hook, "Teaching Librarians and Writing Center Professionals in Collaboration: Complementary Practices," pp. 21-41.

⁶ This report makes no recommendations about the specific administrative structure needed to create this collaboration, except to say that agile project-based structures that foster powerful teamwork are surely needed.

learners within a creative environment.⁷ Attachment 6 provides specifications for the Learning Zone as it will be implemented in the fall of 2008.

Because of extensive overlapping programmatic interests, the OCAD Centre for Innovation in Art and Design Education should also—to the extent that it requires a physical presence—be considered for inclusion in the Learning Zone.

⁷ Other examples include the Learning Zone at the University of the Arts, London (<http://www.arts.ac.uk/learningzone.htm>; available 12 June 2008) and the Learning Collaboratory at McMaster University (see p. 3 of <http://library.mcmaster.ca/develop/pubs/mln17n1.pdf>; available June 15 2008). See also the co-located Centre for Leadership in Learning and the Learning Technologies Resource Centre at McMaster University (<http://library.mcmaster.ca/php/blog.php?id=887&display=full>; available 12 June 2008). The learning commons has spawned its own professional literature and Web sites. A good but somewhat dated entry point to this literature is the Web site, “Information Commons: a directory of innovative services and resources in academic libraries.” See: http://www.brookdale.cc.nj.us/library/infocommons/ic_home.html (available 5 May 2008). A listserv focused on Canadian information/learning commons exists (can-lc.lists.umanitoba.ca) and Elaine Fairey (Simon Fraser University), Simon Neame (University of British Columbia), and Nancy Schmidt (University of Guelph) are proposing a Learning Commons Network.





www.canadianart.ca

3

NEEDS ASSESSMENT STEP 1: PRINCIPAL EDUCATIONAL CHALLENGES

Jeanne Narum, Director of Project Kaleidoscope, provides good counsel when she observes that “too often, planning for new spaces . . . begins with the wrong questions”—questions about what and how much will go in the space. Such questions usually yield answers relating to things (books and computers, for instance) and services (help with reference questions and the use of technology in the case of the information commons). Narum sees these questions as important but argues that “when they shape the initial stages of planning, the process is skewed. You will not end up with the building that you need, that your students deserve.”

The right first questions focus instead “on student learning—what actually is to happen in the classroom and lab” and, one may add, in the library. “Questions about the nature of the [intended] educational experience—about quality and the nature of the learning community—are questions that must be asked first and asked persistently throughout the process, and indeed before and beyond the process of planning a facility.”⁸

OCAD has identified a set of first learning questions in its strategic plan, “Leading in the Age of Imagination.” The single most fundamental and powerful statement about the education experience intended at OCAD is:

- “Enhanced student engagement is a key requisite if OCAD is to succeed” (p. 9).

This intention is particularized as regards specific learning modalities by these additional statements (pp. 7 and 19):

- OCAD will increasingly emphasize “practice-based research.”
- OCAD will develop graduate programs
- OCAD will “foster human skills that combine independence with team-based learning.”

In thinking about the planning challenges these intentions pose, a set of factors drawn from the university’s 2006 NSSE data and summarized in Attachment 7 demand attention. All of these learning behaviors occur primarily or exclusively outside of the classroom and so are particularly relevant to library planning. Many of them involve students taking responsibility for and control over their learning and so are directly indicative of student engagement.

⁸ Jeanne Narum, “Building Communities: Asking the Right Questions,” Project Kaleidoscope (2002): <http://www.pkal.org/documents/BuildingCommunitiesAskingTheRightQuestions.cfm> (available 29 April 2008). Narum is Director of Project Kaleidoscope and provides an excellent general review of sources on the design of learning spaces in “Transforming the Physical Environment for Learning,” *Change* 36 (September/October 2004): 62-66.

Numerous questions arise from these data. For instance,

- Some 41% of first year OCAD students reported they sometimes worked harder than they thought they could to meet instructors' expectations (WORKHARD), while 42% of fourth year students said they did this often, a possible increase in engagement as students advance through the curriculum.⁹ On the other hand, 23% of first-year students reported they prepared for class 11-15 hours/week, whereas 21% of fourth year-students prepared for class 6-10 hours/week, a possible decrease in engagement over time (ACADPRO1). How are these apparently contradictory data to be understood? And aside from how these trend lines might be interpreted, is it acceptable to OCAD that 6-10 hours/week is the modal time spent preparing for classes among fourth-year students?
- Similarly, both first-year and fourth-year students report sometimes as their modal response to the question about collaborative learning (OCCGRP)? Is this an acceptable learning outcome at an institution that intends to foster team-based learning?

The relevance of other NSSE data to library planning is especially obvious. When for instance first- and fourth-year students were asked to identify what OCAD most needs to do to improve the environment for student learning outside the classroom (ONTOo6o5), three of the four modal answers were to:

- improve study space
- provide more opportunities for undergraduate research
- strengthen the library collections

Still other NSSE data (as well as data reported in Deborah Hobson's 2005 document "Who Are OCAD's Students") point to factors in students' lives that compete with their academic endeavors and pose significant obstacles to realizing the institution's educational intentions. Most OCAD students hold part-time jobs (WORKOFo1). The modal time students spend commuting to campus—1-5 hours/week—almost equals the modal time fourth-year students report preparing for class (COMMUTE). Half of the students who completed the 2006 NSSE survey indicated that they spent 5 or fewer hours/week on campus beyond the time they spend in class, compared to 39% for Ontario Universities (ONTOo6o8).¹⁰

It is clear that time for enhanced engagement will come at a tremendous premium for most students. Library planning that does not find a way to value students' time in much the way they do will likely fail. Most particularly, library planning that expects students always to come to the physical library building will likely fail. Vice President Caldwell made this point in affirming that while students may often have positive reasons to come to the library, they will also often prefer not to and should be equally well served in both situations. Similarly, Vice President Shailer was emphatic in saying the library must find ways serve 100% of OCAD's students, and not just those for whom the present library hours or the present design of library services and space work.¹¹

⁹ For the sake of simplicity in discussing NSSE learning behaviors, only modal response data are cited here and in the discussion that follows. Consideration of the full distribution of responses would of course produce a more accurate and nuanced picture.

¹⁰ Attachment 8 presents data from a 2008 survey conducted by the OCAD library. While the respondents to this survey were presumably more attentive to issues specific to the library than were NSSE respondents, the two data sets are roughly comparable as regards the educational challenges identified here.

¹¹ It is important to determine how much time OCAD students spend in the university library and in other libraries. NSSE data do not address this question. The pressure on student time from work and commuting

Library planning must also take into account the following enrolment projections and demographic factors:

- By 2020, OCAD intends to enroll 3,685 FTE undergraduate students, 1,000 graduate students, and 2,500 students in continuing education.
- This enrollment growth will be significantly driven by population growth in the Greater Toronto Area, especially until 2013; thereafter the rate of participation in higher education will play an increasingly significant role.
- OCAD can expect to have an even more ethnically, linguistically, and socially diverse student body by 2015; continuing education programs will bring greater age diversity.

Finally, and by no means least important, planners must keep in mind that because of its location in downtown Toronto, OCAD will pay a high cost for physical space.

There may be other factors that bear importantly on enhanced student engagement; they should be identified and incorporated into this set of planning factors. Attachment 9, prepared by Jill Patrick, OCAD Director of Library Services, sets out a comprehensive set of factors to be considered in planning the future of the library.¹²

makes it unlikely that their use of libraries will differ greatly from other widely reported patterns of use, as for instance this account of college library use: "Nearly three-quarters (73%) of college students said they use the Internet more than the library, while only 9% said they use the library more than the Internet for information searching. In response to a general question about overall library use, 80% of college students reported using the library less than three hours each week." See Steve Jones, "The Internet Goes to College: How students are living in the future with today's technology," a publication of the Pew Internet & American Life Project, September 2002, p. 12: http://www.pewinternet.org/PPF/r/71/report_display.asp (available 12 April 2008).

¹² Answers to the questions posed in the consultants' March report may figure in the planning factors called for here. But those answers will figure most significantly only when they are made to cohere around a compelling statement of educational intent and the challenges to that intent.



www.elizabethbabin.ca

4

NEEDS ASSESSMENT STEP 2: CREATING A MISSION STATEMENT

Once planners have identified OCAD's principal educational intentions relevant to the library, and once they have identified the primary planning factors that must be considered in realizing those intentions, they should chart a path of action. They should start this process with a mission statement that will in turn inform specific mission-enacting activities.

A meaningful and useful mission statement will

- echo strongly the university's mission statement
- clearly respond to the educational intentions and the challenges identified in Planning Step 1
- be specific to the library and collaborating units
- be compelling important for all of the collaborating units (the Library and Archives, the Imaging and Documentation Centre, the Writing and Learning Centre, and other academic units including Academic Computing, Campus Life and Career Services, the Centre for Students with Disabilities, and the Centre for Innovation in Art and Design Education (CIADE)).

Attachment 10 presents a draft mission statement prepared by Jill Patrick, OCAD Director of Library Services. She and the planning team with which she has been working will review this draft and seek further feedback on it. They will incorporate into it what they learn from the Learning Zone experiment and from the library's engagement with the university's emerging campus-wide learning strategy. Ms. Patrick expects to complete this work by August 2009.



www.flickr.com

5

NEEDS ASSESSMENT STEP 3: SPECIFIC ACTIONS TO ENACT THE MISSION STATEMENT

The mission statement prepared by the library and collaborating units should propel a set of specific actions that have measurable outcomes and demonstrable impact on enhancing student engagement.¹³

While the current practices of the library and collaborating units are unquestionably strong, they are not manifestly driven by a coherent, robust, and compelling vision of these units' place in the university. Indeed, discussions of vision revealed profoundly important disagreements and uncertainties about mission and action on that mission. Some important mission-enacting activities, which must be debated forthrightly and driven to some conclusion, will grow out of:

- reshaping the professional identification of librarians as educators, not simply as support staff¹⁴
- reconsidering the expectation that “they” will come to “us”¹⁵
- committing to engaging all OCAD students in educationally significant ways
- building different relationships with students, faculty, and other academic staff¹⁶

¹³ For an account of public library planning that was from the first shaped by specific learning goals (in this case, early literacy and family programming”), see Karen Favreau, “A Library AND an Art Center,” *American Libraries*, 38 (Feb 2007): 38-40.

¹⁴ So long as OCAD classifies librarians as Support Staff rather than as Academic Staff, there will be significant barriers to librarians thinking of themselves or being recognized by others as educators.

¹⁵ This historically engrained expectation is well represented by Philip Pacey in his essay “How Art Students Use Libraries,” in Pacey, ed., *A Reader in Art Librarianship* (New York: Saur, 1985), pp. 51-55. While this expectation was of course quite reasonable in 1985, it no longer is. It would be very useful in describing mission-enacting activities to consider how some of Pacey’s key insights on library use might be restated to retain their validity in the transformed information world of 2008. For example, against Pacey’s description of the painting student and her instructor coming to the library to contextualize a studio problem that confronted the student, we would consider our own experience with OCAD students presenting their thesis work on library design. Our conversation happened in their studio space, and when it chanced to turn to Paul Rudolph’s Art and Architecture Building at Yale, one of the students used his laptop (and almost certainly a Google search) to gain immediate access to information about the building and the designer. Another example is the comment of an OCAD professor of architecture who described students’ frequent use of network searches during classroom sessions.

¹⁶ For an account of a self-conscious effort by a librarian to reshape relations with art students and faculty, see Hannah Bennett, “Bringing the Studio into the Library: Addressing the Research Needs of Studio Art and Architecture Students,” *Art Documentation*, 25, 1 (2006), 38-42. For a broader, more conceptual discussion of professional expertise and authority over knowledge, which is a central feature of these relationships, see Kenneth A. Bruffee, *Collaborative Learning: Higher Education, Interdependence, and the Authority of Knowledge*, 2nd ed. (Baltimore: Johns

- occupying workspace beyond the library building, both in virtual space and in the classroom and studio space where students and faculty spend most of their time.¹⁷

In describing mission-enacting activities, planners must give special attention to three matters.

- The relative importance of each activity must be stated to ensure that planning remains focused on the most important issues and that the investment of university resources will be most productive.
- Generalities and platitudes must be avoided. For instance, to say that the library should be welcoming is conceptually parallel to saying that its mechanical systems should work properly. Being welcoming and having HVAC systems that work are unquestionably important, and there are significant challenges in meeting these goals. Nonetheless, these are so plainly an essential part of any planning process that they are platitudes. Planning that treats platitudes as “first questions” is unproductive.
- Wherever possible, mission-enacting actions should be tied to specific, measurable learning behaviors, such as those employed by NSSE, that are particularly relevant to learning in library and other non-classroom spaces. For instance, if it is unacceptable to OCAD that 6-10 hours/week is the modal time spent preparing for classes among fourth-year students, library and collaborating unit staff should indicate what they will do programmatically and in the use of space to secure a stronger measure of student engagement.

The first round in identifying mission-enacting activities will likely produce more tentative than definitive results. Mission-enacting activities are likely to bring significant change in professional culture, especially as regards how librarians, information technology staff, and tutoring staff relate to one another and to faculty programmatically.¹⁸ Given the scope of change implicated in mission-enacting activities, and given the need of the library and the collaborating units to grow confident of the activities they will propose, an experimental or practice-based research approach is needed. Perhaps as much as two years will be required to initiate the necessary cultural changes and develop confidence that these changes can be made.

The Learning Zone now being planned for the 113 McCaul building offers an ideal venue for the kind of experimentation just described. The timing for creating this new space for the university could not be better.

Hopkins University Press, 1999).

¹⁷ For some discussion of working outside the library building, see Gordon Aamot and Steve Hiller, *Library Services in Non-Library Spaces*, SPEC Kit 285 (Washington, DC: Association of Research Libraries, Office of Leadership and Management Services, 2004); and Kathleen Burr Oliver, “The Johns Hopkins Welch Medical Library as Base: Information Professionals Working in Library User Environments,” in *Library as Place: Rethinking Roles, Rethinking Space* (Washington, DC: Council on Library and Information Resources, 2005): <http://www.clir.org/pubs/abstract/pub129abst.html> (available 12 April 2008).

¹⁸ For some indication of the scope of change involved, see Jonathan T Church, “Reimagining Professional Identities: A Reflection on Collaboration and Techno-Pedagogy,” a report under the publications tab at the Web site “Talking Toward Techno-Pedagogy,” 2000, at: <http://serendip.brynmawr.edu/talking/> (available 8 March 2008); and Alison Cook-Sather, “Unrolling Roles in Techno-Pedagogy: Toward New Forms of Collaboration in Traditional College Settings,” *Innovative Higher Education*, 26 (Winter, 2001): 121-139. See also Scott Bennett, “The Choice for Learning,” *Journal of Academic Librarianship*, 32 (2006): 3-13.

6

NEEDS ASSESSMENT STEP 4: REFINEMENT OF PRELIMINARY SPACE PROGRAM

The product of the experimentation just described will be a value proposition about the library and collaborating units that has demonstrated validity. This value statement will be derived from and will energize a set of activities that can best be described in teaching and learning terms different from the operational and transactional terms typically used to describe academic libraries.

This value statement is likely to yield a space program different in important ways from the Preliminary Space Program with which this report began. The task at this point will be to give voice to those differences. By doing this, OCAD, the library, and the collaborating units will position themselves to be well-informed, inspired, demanding, and mission-driven clients of architectural design meant to foster learning.¹⁹

¹⁹ For excellent discussions of designing for learning and a rich set of case studies, see Diana G. Oblinger, ed., *Learning Spaces* (Boulder, CO: EDUCAUSE, 2006) at: www.educause.edu/learningspaces (available 12 April 2008).





www.flickr.com



www.arcspace.com

7

CONCLUSION

This report describes a process for creating a new paradigm of library planning and design. Some launching activities are needed to get from where we are now to where we want to be. These include:

- immediate attention to the library's technical infrastructure requirements, in support of Scholars Portal service initiatives and digital content expansion through OCUL and CRKN consortial licenses.
- early attention to building collections, both digital and physical, in support of existing programs and new programmatic thrusts in research and liberal studies
- intentional use of the new Learning Zone as experimental space for building a new value proposition for the library and collaborating units, including the Centre for Innovation in Art & Design Education
- intentional redirection of existing staff effort where that will help create a forceful demonstration of this value proposition and help motivate new investment in the library and the collaborating units.
- Development of a campus-wide learning strategy that involves the library and all other academic units
- Development of a mission statement for the library and archives.

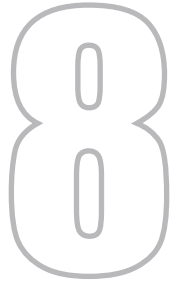
So launched, the process described in this report can be expected to lead to the library that OCAD needs and its students deserve.

OCAD can be confident that new investments in the library will pay good dividends. Survey data indicate significant and consistent increases in student use of new or renovated library facilities.²⁰ One might reasonably expect this increase to be particularly strong in an art and design library, given the ways in which students use art books to stimulate their own creativity. Students will benefit enormously from such support for their work. But OCAD can secure still more value by pursuing with vigor the change in direction that emerged during this consultation. This is a change from planning how the library and collaborating units will support OCAD in its ambitious self-redefinition to planning how these units will enact the university's mission—how they will become active agents and not only supportive agents in creating a university for the Age of Imagination.

²⁰ See two articles by Shill, Harold B. Shill and Shawn Tonner: "Creating a Better Place: Physical Improvements in Academic Libraries, 1995-2002," *College & Research Libraries*, 64 (No 2003): 431-466; and "Does the Building Still Matter? Usage Patterns in New, Expanded, and Renovated Libraries, 1995-2002," *College & Research Libraries*, 65 (Mar 2004): 123-150.



www.skyscrapercity.com



ATTACHMENTS

1. Participants in the Planning Process
2. Information Literary Practices at Art & Design Libraries
3. Report on Infrastructure Requirements
4. Proposed Staff Levels
5. Detailed Preliminary Space Programs
6. Learning Zone Specifications
7. Learning Behavior Data- National Survey of Student Engagement
8. OCAD Library Student/User Survey
9. Principal Educational Challenges
10. Draft Mission Statement
11. Consultants' Resumes

ATTACHMENT 1: PARTICIPANTS IN THE PLANNING PROCESS

The following individuals attended planning meetings in March, April and May 2008. A core group served as interlocutors for the library consultants. This list was prepared by Jill Patrick, OCAD Director of Library Services, June 2008.

* Core Group – Interlocutors

Library & Archives

*Jill Patrick - Director, Library Services
*Lynn Austin – Archivist/Records Officer
*Daniel Payne – Head, Reference, Information & Access Services
Robert Fabbro – Reference & Access Services Librarian
Irene Gotz – Reference Intern
Jeff Piersol – Reference Intern
Lee Henderson – Coordinator, Circulation & Access Services
Harriet Mulder – Circulation & Archives Technician
*Jim Forrester – Head, Library Systems & Technical Services
Maureen Carter – Technical Services Librarian
Sascha Brock – Cataloguing Technician
Esther Soltau – Acquisitions Technician
Topher Elliot – Serials Technician

AV & Imaging

*Eric Schwab – Manager, AV & Imaging Services
Janice Perrin – Circulation & Media Technician
Martin Iskander – AV & Mobile Computing Technician
Lino Ragno – Image Curator/Photographer
Scott Hillis – Assistant Image Curator

Writing & Learning Centre

*Christina Halliday – Director, Writing & Learning Centre
Lucinda Chen – Secretary WLC

IT Services Staff

Alastair Macleod – Director IT Services
Andrew McAllister – Manager Digital Studios
Jonathan Graham – Manager, Information Systems
Michael Desjardin – Manager, Laptop Program
Yong Zhang – Manager, Network Operations

Campus Life & Career Services

Jennifer Hamilton – Manager, Campus Life & Career Services
Thomas Fairbairn – Career Services Advisor
Susan Kemp – Student Services Administrator

Centre for Students with Disabilities

Susanne Seiner – Manager, Centre for Students with Disabilities

Other Managers

Jessica Kamphorst – ExecDir, Development & Alumni Relations; Pres, OCAD Foundation
Peter Lashko, Director, Facilities Planning & Management
Veronica Brown – Director, Campus Services & Security
Ted Rickard – Manager, Health & Safety
Richard Smith – Manager, Institutional Development & Analysis

Senior Executive

Sara Diamond – President
Kathy Shailer – VP Academic
Michael Owen – VP Research & Graduate Studies
Peter Caldwell - VP Finance & Administration

Faculty

Debbie Adams
Doreen Balabanoff
Rudolf Bikkens
Jeremy Bowes
Claire Brunet
Ian Carr-Harris
Paul Dallas
Judith Doyle
Paul Epp
Richard Fung
Archie Graham
Gary Gray
Bruce Hinds
Johanna Householder
Simone Jones
Stan Krzyzanowski
Colette Laliberte
Harry Mahler
Laura Millard
Arturo Nagel
Kym Pruesse
Diane Pugen
Steve Quinlan
Charles Reeve
Marie-Josée Therrien
Dot Tuer
George Walker
Jessica Wyman

Students

David Chang
Sue Goldstein
Leia Gore
Elaine Macaranas
Sorlie Madox
Tegan Mierle
Shara Mohamed
Taimez Moslemian
Alicia Nauta
Matthew Nye

ATTACHMENT 2: INFORMATION LITERARY PRACTICES AT ART & DESIGN LIBRARIES

This information is provided by OCAD librarians Daniel Payne and Robert Fabbro.

Competencies:

Art Libraries Society of North America (ARLIS/NA)
Information Competencies for Students in Design Disciplines
(<http://www.arlisna.org/resources/onlinepubs/informationcomp.pdf>; available June 17, 2008)

Selected Readings:

Barone, Kathleen and Glenda B. Weathers. "Launching a Learning Community in a Small Liberal Arts University." *College & Undergraduate Libraries* 11.1 (2004): 1-10.

Bennett, Hannah. "Bringing the Studio into the Library: Addressing the Research Needs of Studio Art and Architecture Students." *Art Documentation: Bulletin of the Art Libraries Society of North America* 25.1 (2006): 38-42.

Burke, Gerald, Carol Anne Germain, and Lijuan Xu. "Information Literacy: Bringing a Renaissance to Reference." *portal: Libraries and the Academy* 5.3 (July 2005): 353-369.

Danko, Sheila, Jason Meneely, and Margaret Portillo. "Humanizing Design through Narrative Inquiry." *Journal of Interior Design* 31.2 (2006): 10-28

Frank, Polly. "Student Artists in the Library: An Investigation of How They Use General Academic Libraries for Their Creative Needs." *The Journal of Academic Librarianship* 26.6 (1999): 445-455.

Garoian, Charles R. "Performance Art as Critical Pedagogy in Studio Art Education." *Art Journal* 58.1 (1999): 57-62.

Goldblatt, Patricia F. "How John Dewey's Theories Underpin Art and Art Education." *Education and Culture* 22.1 (2006): 17-34.

Heath, Fred. "Transforming Research Libraries: Teaching and Learning in the Digital Age." *Art Documentation* 25.1 (2006): 4-12

Jacobson, Trudi E. and Beth L. Mark. "Separating Wheat from Chaff: Helping First-Year Students Become Information Savvy." *JGE: The Journal of General Education* 49.4 (2000): 256-278

Johnson, Richard K. "In Google's Broad Wake: Taking Responsibility for Shaping the Global Digital Library." *ARL: A Bimonthly Report*. 250 (February 2007): 1-15.

Kaminski, Karen, Pete Seele and Kevin Cullen. "Technology Literate Students? Results from a Survey." *Educause Quarterly* 3 (2003): 34-40

Lucker, Amy. "Evolution of a Profession: The Changing Nature of Art Librarianship." *Journal of Library Administration* 39.2/3 (2003): 161-175

Macken, Megan E. "The Art Library as Place: The Role of Current Space Planning Paradigm within the Academic Art and Architecture Library." *Art Documentation: Bulletin of the Art Libraries Society of North America* 25.2 (2006): 18-25.

Mackey, Thomas P. and Trudi Jacobson. "Integrating Information Literacy in Lower- and Upper-Level Courses: Developing Scalable Models for Higher Education." *The Journal of General Education* 53.3-4 (2004): 201-224.

Manoff, Marlene. "The Symbolic Meaning of Libraries in a Digital Age." *Libraries and the Academy*, 1.4 (October 2001): pp 371-381.

Marcum, James W. "Beyond Visual Culture: The Challenge of Visual Ecology." *Libraries and the Academy*, 2.2 (April 2002): pp 189 – 206.

Purdue, Jeff. "Stories, Not Information: Transforming Information Literacy." portal: *Libraries and the Academy* 3.4 (October 2003): 653-662.

Shapiro, Jeremy J. and Shelley K. Hughes. "Information Literacy as a Liberal Art: Enlightenment Proposals for a New Curriculum." *Educom Review* 31.2 (1996)

Snavey, Loanne. "Making Problem-Based Learning Work: Institutional Change." portal: *Libraries and the Academy* 4.4 (October 2004): 521-531.

Waldman, Micaela. "Freshmen's Use of Library Electronic Resources and Self-Efficacy." *Information Research* 8.2 (2003)

ATTACHMENT 3: REPORT ON INFRASTRUCTURE REQUIREMENTS

This Report includes a list of key issues to be addressed in 2008-09. Prepared by James Forrester, Head of Library Systems & Technical Services and Maureen Carter, Technical Services Librarian. Edited by Jill Patrick, June 2008.

The OCAD Library automated in 1992 and has continued to develop modern systems and to acquire external database access in consultation with colleagues at other Ontario Universities and the SirsiDynix ILS user group community.

- Major vendors are SirsiDynix and AutoGraphics (two of the largest companies in the library automation marketplace)
- Client-server Integrated Library System (ILS) is Horizon 7.3.4 with a web-based Horizon Information Portal 3.08 and Web Reporter 1.4
- The range of databases available through the Ontario Council of University Libraries (OCUL) Scholars Portal and the Canadian Research Knowledge Network (CRKN) has expanded the library's digital content exponentially.
- Remote access to licensed resources is provided through EZproxy (see below)
Databases searchable through federated search engine AGPortal from AutoGraphics.

External vendors/suppliers of hardware, software or services:

IBM Canada supplies library servers and Dell Canada the client PCs. The library's custom firewall is engineered/supported by Starnix Inc. The Horizon ILS is a product of SirsiDynix, a merged company headquartered in Huntsville, Alabama. The library continues to work with the Provo, Utah office (formerly Dynix, Inc world HQ) for upgrades, maintenance, invoicing and support; although there is still a Canadian sales office in Waterloo. The library PAC is DiscoveryStation, a unique "green" architecture using a single Linux-based server with up to 10 displays/keyboards, from Useful, a Calgary-based company.

The role of IT Services:

IT administers the library web site, integrated into the campus wide content management system (CMS). IT manages the library Information Commons and provides recycled MACs and PCs cascaded from elsewhere on-campus. IT extended the university-wide wireless (IEEE 802.11) network to the library to augment the existing fixed access terminals. Last year, the laptop program installed power cable drops above reading tables.

Support for library systems:

The library's main contract is with SirsiDynix with an annual payment for ongoing support and continuing development of the Horizon product. SirsiDynix promoting the Unicorn ILS "Symphony" as its next generation ILS system. Horizon will be supported for a minimum of five years, which should provide adequate time to evaluate alternatives

Future library systems:

The alternatives include a joint RFP with the Art Gallery of Ontario (with whom we are developing an Affiliation Agreement) or an Open Source solution through OCUL. The Universities of Windsor, McMaster and Laurentian are working on a pilot OSS ILS called Conifer, which is built on the State of Georgia Pines project.

System development opportunities:

The entire OCUL/Scholars Portal set of services/products is an expanding part of the library's digital content and provides consortial buying power. Currently, the library is using AutoGraphic's AGent consolidated search for electronic resources, but intends to evaluate other products, including the updated WebFeat federated search. This summer the library plans to evaluate Serials Solution 360 Search and their affordable "discover tool" Aquabrowser, with a very easy to use interface. It is an enhanced browser with faceted searching.

ISSUE #1 – additional Library Systems staff

Library requires a technician/programmer to assist with development of systems and applications for various projects -- including upgrading of OCAD's library system and infrastructure to enable loading of up to 100,000 records for content: e-books, data, and maps, plus images and media objects.

ISSUE #2 – improved hardware and software for Library Information Commons

The MACs are slow and need to be upgraded. Students need computers in the library to have a full compliment of software applications – more than the basic suite. The Information Commons in the Library is used not only for the production of essays and written assignments but also for downloading and manipulating large files – pdfs, images, and media. Students need a range of applications to complete assignments and projects in the library.

ISSUE #3 – enable Remote Patron Authentication

The current EZProxy setup on the DMZ area of the OCAD network does not authenticate against individual patron records. Patrons are prompted to enter their 14 digit barcode number but EZproxy reads only the first 5 digits (which are common to all barcodes issued). The system accepts any random 9 digits following the first 5 check digits. Patrons are not aware of this but the work-around solution is untenable. Electronic resources are licensed by the library under contract to third party publishers, on the stipulation that access will be limited to current faculty, staff and students only. Steps must be taken to ensure that the EZproxy server authenticates against LDAP or some other database of authorized OCAD users. The current work-around violates our contractual agreements and puts the university at risk.

ISSUE #4 – enable unencrypted ftp traffic for document delivery

The library has access to RACER, an advanced Inter Library Loan and Document Delivery service on the Scholars Portal of the Ontario Council of University Libraries. After registering for the service, faculty and students can search and place unmediated requests for materials at other university libraries. These materials are then sent to the home university where they can be signed out. Each library has a workstation and a scanner to send and receive requested materials electronically. The OCAD library's scanner is sitting idle because IT Services will not allow unencrypted ftp traffic through its firewall or into its network (even when this traffic is originating from another Ontario university on the ORION/GTA network). The ILL system is not being used to its full potential and OCAD faculty and students are being made to wait, while requested materials are put in the mail. The university system needs to be able to handle unencrypted ftp.

ISSUE #5 – interface between library ILS and student records system

There needs to be a custom interface created between the Horizon ILS and the dbOCAD system, so that student records can be updated electronically to transfer (add, update, delete) blocks on student records. On the SirsiDynix side of the equation the programmer's time is \$300/hour, so this project will need a substantial budget to accomplish.

ISSUE 6– standards & guidelines for scheduling of system maintenance

The library is reliant on IT Services to provide 7/24 access to its web platform, catalogue and electronic resources. Of paramount importance is the mandate of the university to support teaching and learning; this must be taken into account when scheduling system maintenance and upgrades. Downtime must be kept to a minimum. Routine maintenance and upgrades should be scheduled if possible after midnight and during off-peak periods (intersession and holiday closures) when there will be less impact on our users. It would be helpful to establish a maintenance schedule that takes into account virtual library hours (which can be easily determined by examining the library's e-resource usage statistics).

ATTACHMENT 4: PROPOSED STAFF LEVELS.

This information was prepared by Jill Patrick, OCAD Director of Library Services, June 2008.

Library staff¹ should be increased incrementally, through 2015 in order to:

- establish the Learning Zone and enable cross-departmental collaboration in the delivery of innovative new services to learners;
- undertake digital scanning projects to reformat materials for the virtual library;
- develop an institutional repository for graduate student theses and faculty publications in all media and formats;
- implement Web 2.0 tools on the library's web platform to enhance communication and information dissemination within the virtual library;
- implement needs-based surveys to obtain feedback from students on ways to improve the learning environment and learning experiences within the physical and virtual library;
- help establish campus-wide information, learning and e-learning strategies
- establish service level agreements with departments to delineate mutual expectations and responsibilities;
- support the virtual library's technological infrastructure requirements;
- implement all OCUL, Scholars Portal, and CRKN collections, services, and enhancements;
- position the library to capitalize on opportunities in the university sector;
- be more responsive and proactive; initiate technological change at a rapid pace;
- provide improved support for archives and records management functions;
- provide support for archival requests (teaching, learning, research);
- develop and rationalize library collections, in all media and formats, to better support NEL, graduate studies, research and continuing education;
- process a higher level of acquisitions and improve management of print acquisitions and licenses for digital content;
- support growing demands for access services, reserves, interlibrary loans, services for students with disabilities, and extended hours;
- provide subject specialist reference services and expand the library's faculty liaison program;
- enable cross-appointment of librarians in teaching positions or instructional roles outside of the library;
- implement a new campus-wide information literacy program;
- assist with the planning and delivery of research-related courses at the undergraduate and graduate level;
- deliver a sound program of institutional records management and archival retention;
- ramp up the Archives capability to solicit, evaluate and accept, archival collections of intrinsic value to the university;
- build archival collections on the history of OCAD which can be used in graduate studies and research;
- develop a Special Collections area within the Archives to negotiate and manage significant gifts to support new graduate programs and research specializations.

Doing these things will require the following staffing levels:

- 17 FTE library staff (compared to the existing 9.7 FTE)
- 4.0 FTE archives staff (compared to the existing 0.6 FTE)

It is proposed that two of the library positions be cross-appointed in a teaching or instructional role, and that one of the archives positions be cross-appointed in support of graduate programs.

¹ For the sake of simplicity, "library staff" here means staff charged with responsibility for the Hoover Library, the University Archives, and the University Imaging and Documentation Centre. This report makes no recommendation about whether they should be one or three administrative units; it does strongly recommend that they work in the closest possible collaboration (as indeed they wish to do).

OCAD LIBRARY STAFF INCREASES - SUMMARY TABLE

*cross-appointed positions

	PRESENT	2015	Increase
LIBRARY			
Management/Exempt Staff	1	2	1
Reference & Instruction	2	4	*2
Learning Zone		1	1
Circulation & Access	1.7	3	1.3
Systems & Cataloguing	3	4	1
Collections Development	2	3	1
Sub-total	9.7	17	7.3
ARCHIVES			
Archives	0.6	3	2.4
Special Collections		1	*1
Sub-total	0.6	4	3.4
Total	10.3	21	10.7

HIRING PLAN - SUMMARY TABLE (subject to budgetary approval)

*cross-appointed positions

	PRESENT	08-09	09-10	10-11	11-12	12-13	13-14	14-15
LIBRARY	9.7	1	2	2	*2			
ARCHIVES	0.6		0.3		0.4	1	1	*1
Total	10.3	11.3	13.6	15.6	18	19	20	21

PROPOSED HIRING PLAN – DETAILS (subject to budgetary approval)

In 2008-09, a librarian will be hired to coordinate the Learning Zone, a new learning environment that will enhance student engagement. An advisory committee of students, faculty, staff and alumni will guide the process and provide feedback. Students will be involved in designing learning spaces and experiences, Creative Library programming will deliver information literacy in new ways, other Academic. Support areas will have the opportunity to participate in the learning process in an environment that encourages experimentation. Digital projects and Web 2.0 tools will enhance communication and information dissemination within a virtual learning environment.

The Office of University Librarian will be created in 2009-10, including a University Librarian, two Associate University Librarians, and an Administrative Assistant. The team will provide managerial support and leadership to plan and implement initiatives in support of NEL, Grad Studies & Research, and Outreach. The structure will facilitate visioning and planning, policy formulation, and procedural review; it will also support professional development, continuity and succession planning. Admin support will enable the UL to focus on higher-level tasks appropriate to a senior academic leader. Library management will be more responsive and accountable to learners through planning, implementation and review of needs-based surveys to improve the learning environment. Information, Learning and E-Learning Strategies will be established to guide the development of library collections and services. Service level agreements will be established with departments to delineate mutual expectations and responsibilities.

A Systems Technician will be hired in 2009-10 to support the virtual library's information infrastructure and learning technologies, and to implement OCUL and Scholars Portal enhancements. Improved technical support will position the library to capitalize

on opportunities in the university sector, to be more responsive to user needs, and to initiate technological change at a more rapid pace.

In 2009-10, a modest increase in staffing hours will provide improved support for archives and archival requests (teaching, learning, research; graduate studies)

A Collection Development Librarian will be hired in 2010-11 to lead a team to develop and rationalize library collections, in all media and formats, to better support NEL, graduate studies, research and continuing education. The team will implement processes to manage print collections as well as licenses for digital content. A Library Technician will be added to the access services team to support Circulation as well as Reserves and InterLibrary Loan services, over extended hours of service. Both of these positions will support graduate studies and research initiatives.

Two librarians will be added to the Research & Instructional Services team in 2011-12 to expand the library's faculty liaison program. These positions will be cross-appointed in teaching positions or instructional roles, to implement a new campus-wide information literacy program and to assist with research-related courses at the undergraduate and graduate level. They will spend the majority of their time outside the library in faculty, classroom and studio learning environments.

In 2011-12, the Archivist/Records Officer will be made full-time and the following year the University Archives will be restructured to include a Records Analyst. This will ramp up the Archives capability to solicit and receive, evaluate and accept, archival collections of intrinsic value to the university, collections on the history of OCAD – to support graduate studies and research. The Archives will continue to grow in 2013-14 with the addition of an Archivist/Records Technician to better support records management.

A special collections librarian will be hired in 2014-15 to negotiate and manage significant gifts of foundational niche collections to support new graduate programs and research specializations at OCAD. This position will also be cross-appointed into a teaching position or instruction role, with a particular focus on graduate studies.



forum.skyscraperpage.com

ATTACHMENT 5: PRELIMINARY SPACE PROGRAM

The preliminary space program for the OCAD library and archives and two co-located units, has been prepared in consultation throughout the spring of 2008 with many of those participants listed in Attachment 1, and for their assistance we are deeply grateful. As we listened to the goals and objectives of students, staff, faculty and administrators we were deeply impressed by the dedication and energy of the entire OCAD community, and their intense focus on the future of the library.

In the following pages we have depicted the preliminary space program both in tabular and graphic form, dividing the program into the sections on the Collections, Reader Accommodations, Public and Work Areas, Staff, and the co-located functions of the University Imaging and Documentation Centre and the University Writing and Learning Centre.

This library program total 40,599 net assignable square feet for the library, and with the co-located functions the total is 46,004 net assignable square feet. In all, these total 46,004 net assignable square feet.

It is important to note that at subsequent stages of planning and design a net-to-gross factor must be applied to the net assignable areas, in order to account for building-required spaces such as circulation, shaft spaces, elevators, bathrooms and staircases. Those at OCAD preparing budgets for construction will have encountered a wide range of such factors in the past. In our experience in library design this factor ranges from 1.3 to 1.7, depending on floor size, number of floors, plan form, and other such considerations. Applying these to the 46,004 square feet net, OCAD should contemplate a total project building area of 59,805 to 78,207 square feet.








**Ontario College of Art and Design
Program of Space: Collections**

	Units	Number of Holdings		Location	Now	Program
		Existing	Proposed			
PRINT						
Monographs, circulating	volumes	58,283	124,000	1215-	1,586	9041
Exhibition Catalogues	items	7,500	16,000	1215-	80	158
Monographs, non-circulating	volumes	20,204	44,000	1215-	590	3843
Rare Books	volumes	506	2,000	1215d/1310	114	174
Bound Periodicals	volumes	7,011	14,000	1215-	697	1024
New Books	display units	3	4	1215-	40	60
Current Periodicals	display units	8	11	1215-	48	66
Artists Books	display units	1	4	1215-	17	68
Zines	display units	1	2	1215-	12	24
Reserves	shelves	13	20	1215-	36	96
ARCHIVES						
Archival Records	linear feet	530	930	1310c	364	700
Oversize Posters	storage units	2	4	285 Dundas		72
Oversize Ephemera	boxes	4	10	285 Dundas		40
MEDIA						
DVD's	items	787	2,361	1215d-	36	108
Media-Films	reels	155	155	1215d-	6	6
Media-Videotapes	items	2,401	600	1201-	63	20
Total					3,689	15500
%Increase						320%

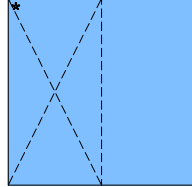
COLLECTIONS

TOTAL 15500 NSF

PRINT

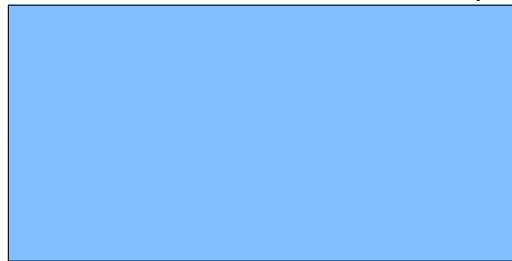
-  NEW BOOK DISPLAY (60)
-  CURRENT PERIODICALS (66)
-  ARTIST BOOKS (68)
-  ZINES (24)
-  RARE BOOKS (174)
-  RESERVE SHELF (96)
-  EXHIBITION CATALOGUES (158)

BOUND PERIODICALS (1024)

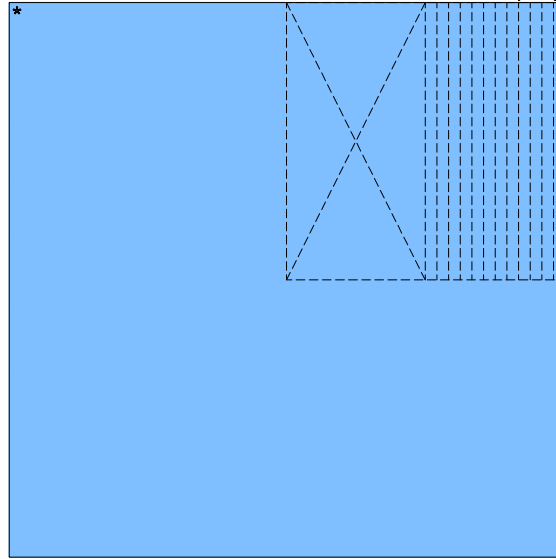


*512 IF COMPACT

NON-CIRCULATING MONOGRAPHS (3843)



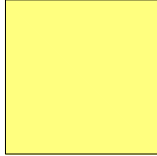


CIRCULATING MONOGRAPHS (9041)



*REDUCED TO 7910 IF 25% MOVES TO COMPACT

14554 sq ft

ARCHIVES

-  ARCHIVES RECORDS (700)
-  OVERSIZE POSTERS (72)
-  OVERSIZE EPHEMERA (40)

812 sq ft

MEDIA

-  MEDIA DVD'S (108)
-  MEDIA - FILMS (6)
-  MEDIA VIDEOTAPES (20)

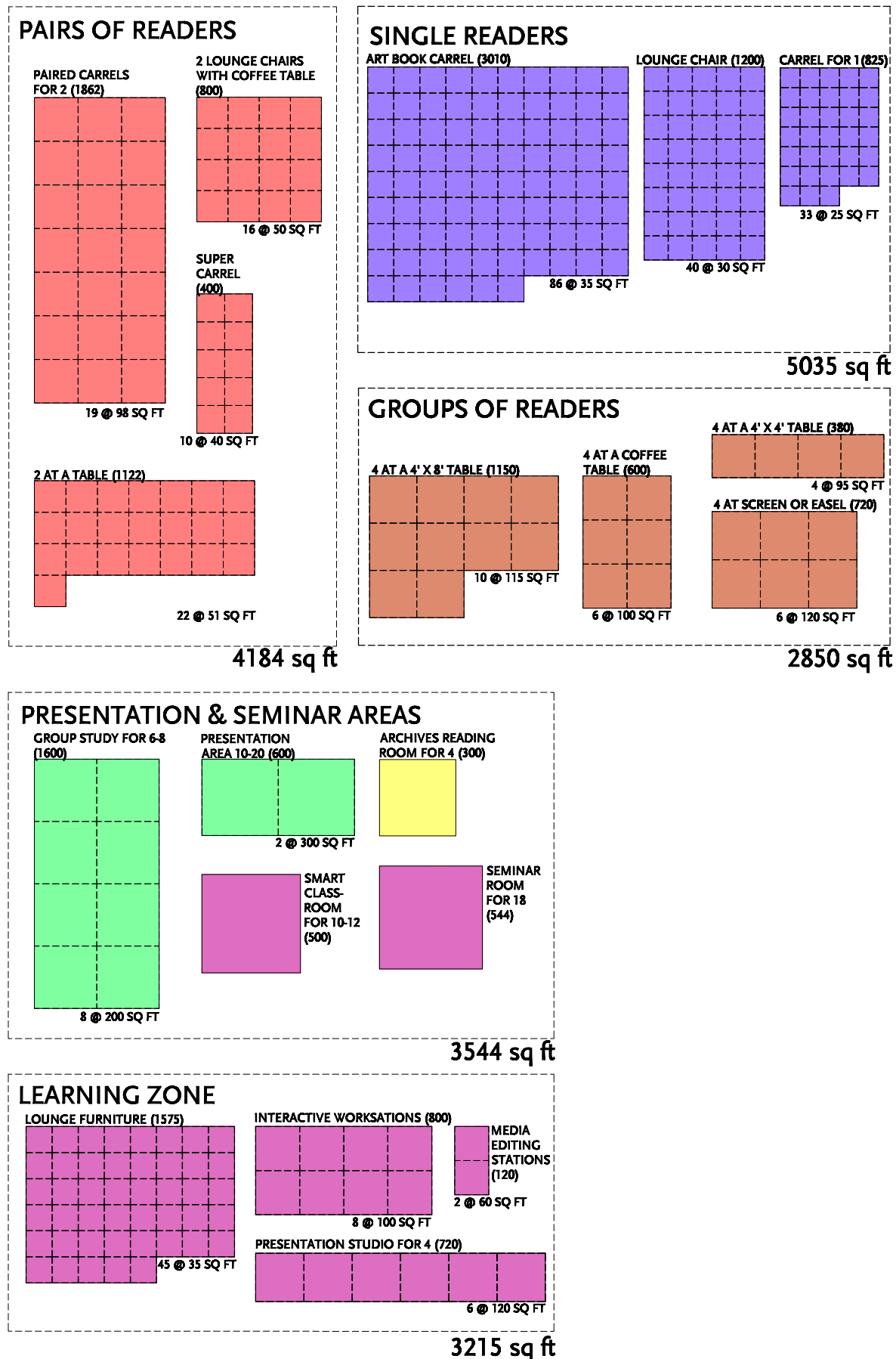
134 sq ft

Ontario College of Art and Design
Program of Space: Reader Accommodations

	Area NASF	Number	NASF Program	SEATS Program
Single Readers				
Carrel for 1	25	33	825	33
Art book carrel	35	86	3,010	86
Lounge chair	30	40	1200	40
Pairs of Readers				
Super Carrel	40	10	400	20
2 at a table	51	22	1122	44
2 lounge chairs with coffee table	50	16	800	32
Paired carrels for 2	98	19	1862	38
Groups of Readers				
4 at a 4' x 4' table	95	4	380	16
4 at a 4' x 8' table	115	10	1150	40
4 around screen or easel	120	6	720	24
4 at a coffee table	100	6	600	24
Presentation and Seminar Areas				
Group Study for 6-8	200	8	1600	60
Seminar Room for 18	544	1	544	18
Smart Classroom for 10-12	500	1	500	12
Presentation Area for 10-20	300	2	600	30
Archives Reading Room for 4	300	1	300	4
Learning Zone Studio				
Lounge Furniture	35	45	1575	45
Interactive Work Stations	100	8	800	8
Media Editing Stations	60	2	120	2
Presentation Studios for 4	120	6	720	24
Totals			18828	600
			18,828	

READER ACCOMMODATIONS

TOTAL 18828 NSF

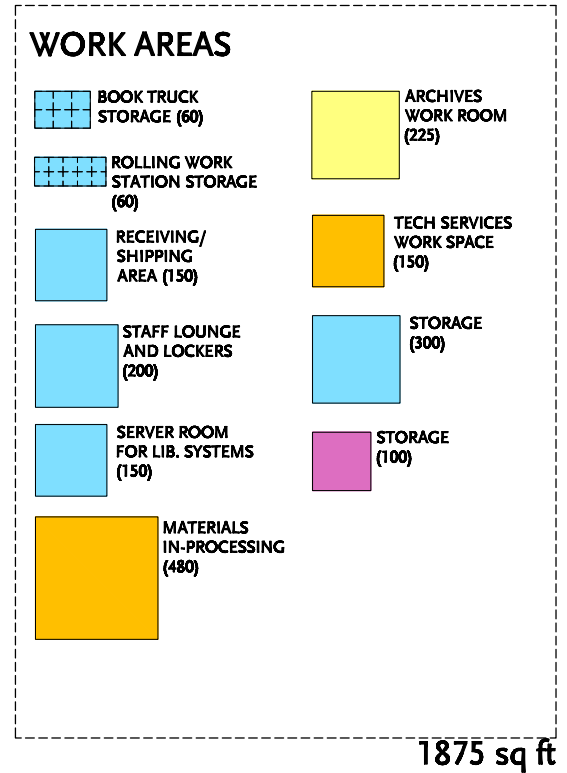
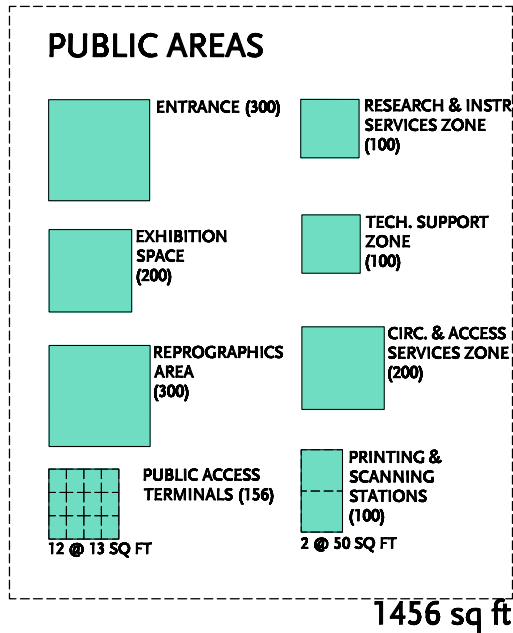


Ontario College of Art and Design
Program of Space: Public and Work Areas

		NASF	NASF
Public Areas	Now in:	Now	Program
Entrance	1215-	30	300
Circulation & Access Services Zone	1215d	163	200
Research & Instructional Services Zone	1215-	80	100
Technical Support Zone			100
Exhibition Space			200
Public Access Terminals: 12@13nasf each	1215-	100	156
Printing & Scanning Stations : 2 @50	1215-	20	100
Reprographics Area	1215-	85	300
Subtotal		478	1456
%increase			205%
Work Areas			
Server Room for Library Systems	1310b	115	150
Materials-in-Processing	102/1310	483	480
Book truck storage: 6@10			60
Tech Services Work Space		100	150
Storage, general and departmental		50	300
Staff Lounge			200
Rolling work station storage: 10@6			60
Secured viewing area (in Archives area)			100
Receiving/Shipping area			150
Archives Work Room			225
Subtotal		748	1875
%increase			151%
Total		1226	3331
%increase			172%

PUBLIC AND WORK AREAS

TOTAL 3331 NSF

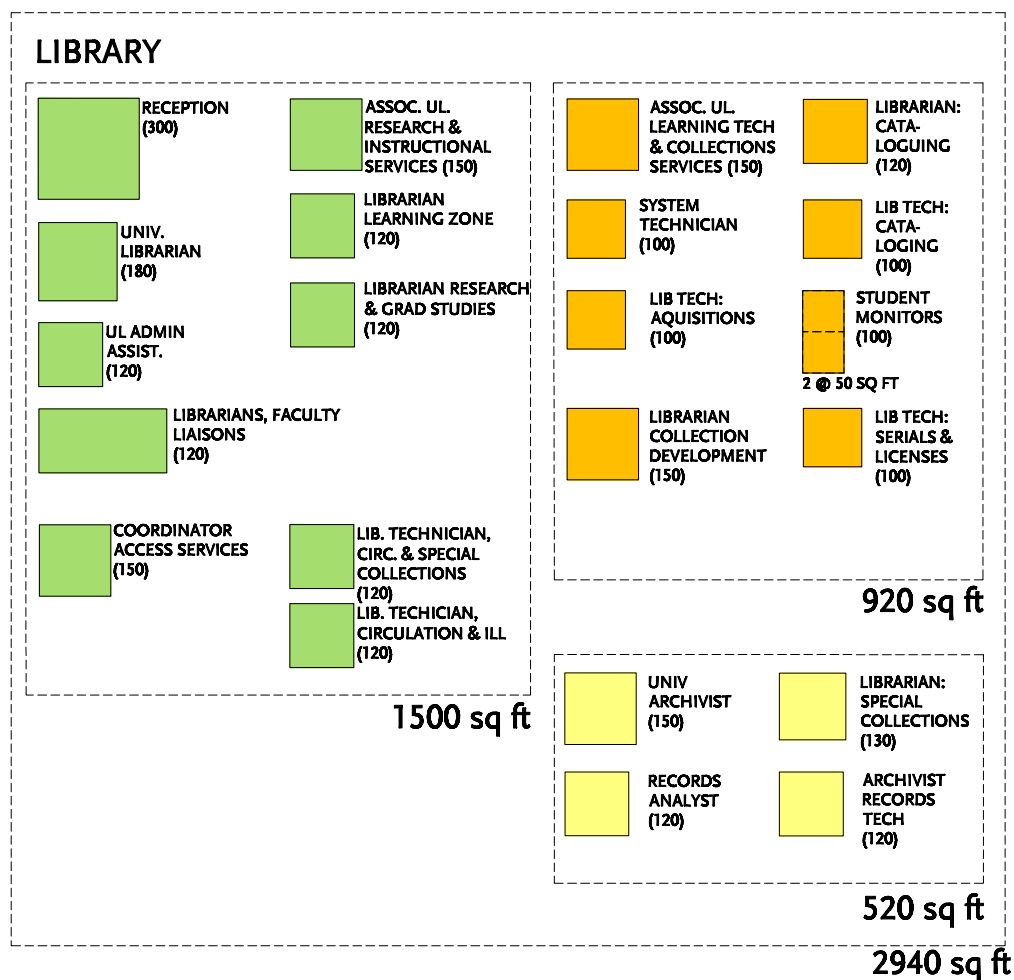


Ontario College of Art and Design
Program of Space: Staff

Title	Space Type	Now in:	Existing	Program NASF
Reception	open			300
University Librarian	office	1215a	153	180
UL Admin. Assistant	office			120
Associate UL , Reseach & Instructional Services	office	1201c	115	150
Librarian - Learning Zone	office			120
Librarian - Research & Grad.Studies	office	1201d	115	120
Librarians - Faculty Liaisons (2@60)	workstation			120
Coordinator , Access Services	office	1215d	100	150
Library Technician - Circ & SpecNeeds	workstation	1215d	120	120
Library Technician - Circ & ILL	workstation	1215d	50	120
Associate UL , Learning Technologies & Coll. Services	office	1310a	115	150
Systems Technician	workstation			100
Librarian - Cataloguing	workstation	1310-	100	120
Library Technician - Cataloguing	workstation	1310-	100	100
Student Monitors - Processing 2@50	workstation	1310-	100	100
Librarian - Collection Development	office			150
Library Technician - Acquisitions	workstation	1310-	100	100
Library Technician - Serials & Licenses	workstation	1215e	103	100
University Archivist	office	1301-	154	150
Librarian - Special Collections	office			130
Records Analyst	workstation			120
Archivist/Records Technician	workstation	1310c	50	120
TOTAL			1475	2940
%increase				99%

STAFF

TOTAL 2940 NSF



**Ontario College of Art and Design
Program for Co-Located Functions**

University Imaging and Documentation Centre

Director, AV, Imaging and Documentation	office	1410b	145	150
Manager, Imaging & Documentation	office			120
Photographer/Curator	office	1410d	132	150
Imaging Specialist	workstation			120
Assistant Curators (2)	workstation(2@150)	1410a	109	300
Media Rights Specialist	office			120
Manager, AV Equipment Loans	office	1410e	127	125
AV Equipment Loans Technician	secure room	1401-	140	150
*Access, Conversion & Reformatting Area	open	1410-	657	800
Media Documentation Studios (2@300)	secure rooms	1410c	130	600
Storage		1410f	24	200
		subtotal	1464	2835

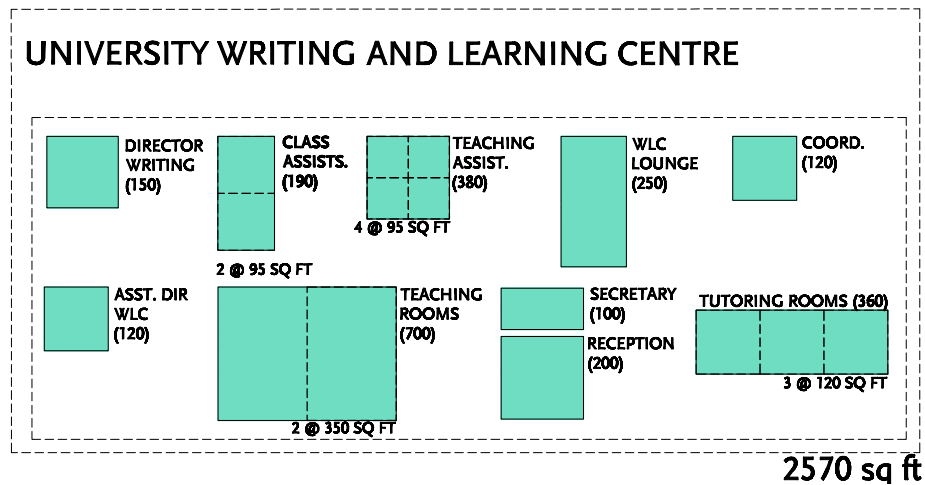
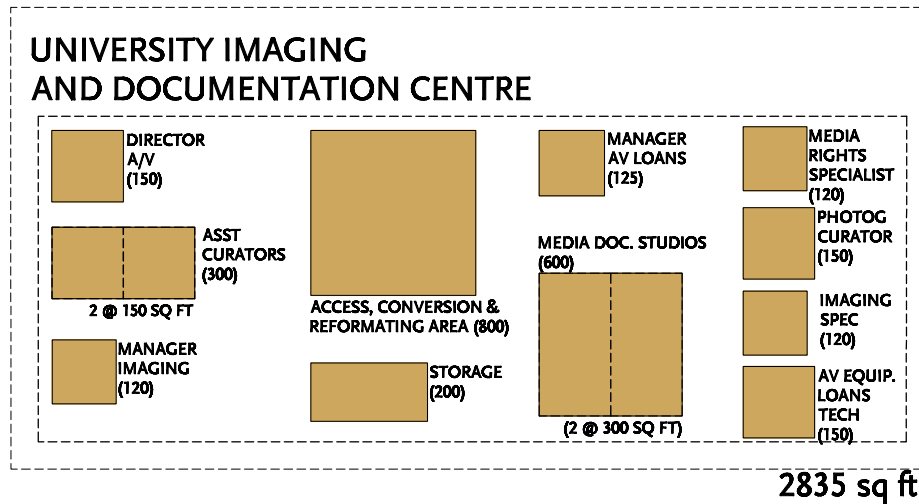
*Includes AV Production Space and light tables from Work Areas spreadsheet

University Writing and Learning Centre

Director, Writing and Learning Centre	office	1501b	128	150
Assistant Director, WLC	office	1501a	94	120
Teaching Assistants (4@95))	workstations	1501c	93	380
Class Assistants (2@95)	workstations)			190
Tutoring Rooms	3 @ 120			360
Teaching Rooms	2 @ 350	1501d	375	700
Coordinator				120
Reception	open	1501-	269	200
Secretary	workstation	1501-		100
WLC Lounge				250
		subtotal	959	2570

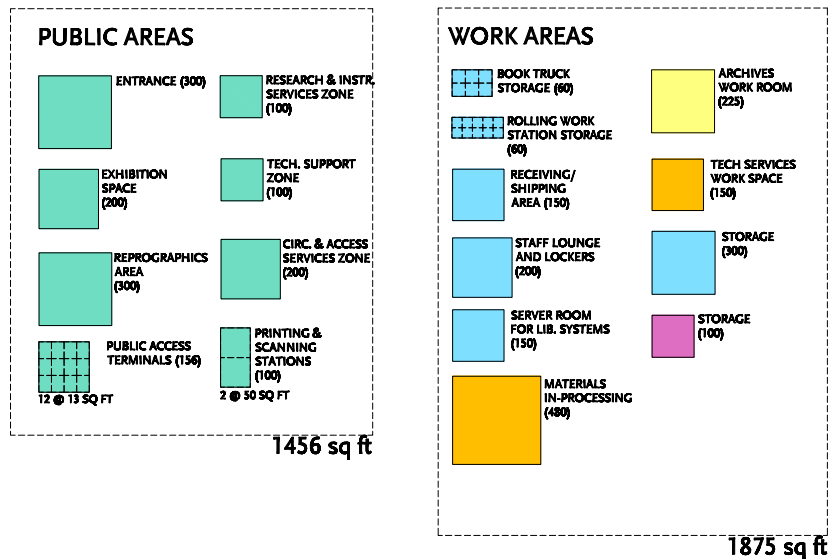
CO-LOCATED FUNCTIONS

TOTAL 5405 NSF

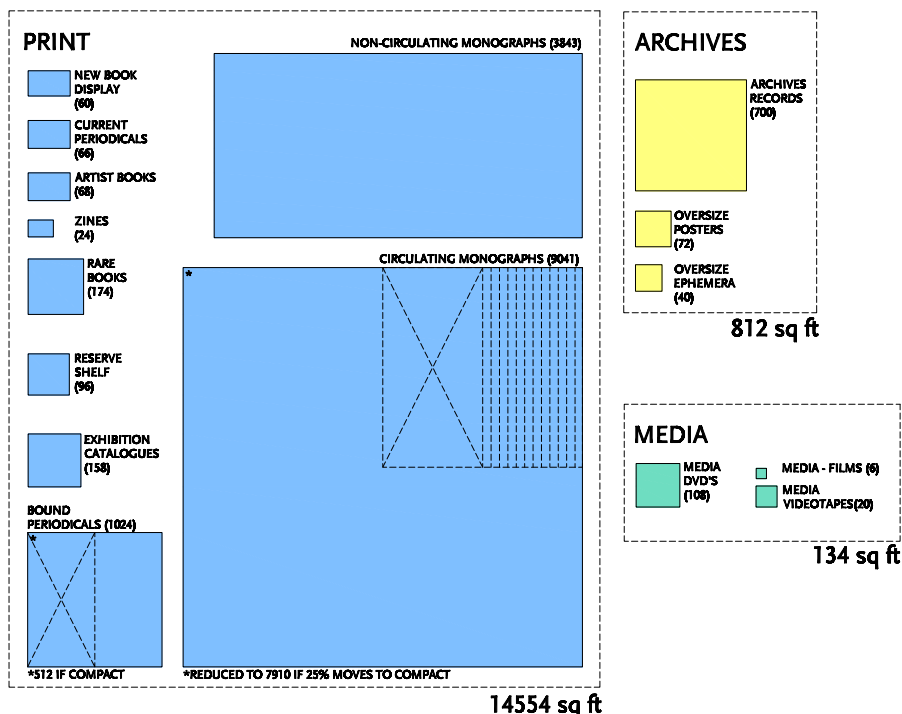


The graphic representation of the program on these two pages depicts the program components at the same scale. The reader will understand immediately that the majority of the program lies in the reader accommodations and collections components.

PUBLIC AND WORK AREAS TOTAL 3331 NSF



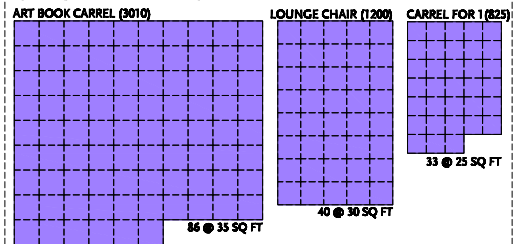
COLLECTIONS TOTAL 15500 NSF



READER ACCOMMODATIONS

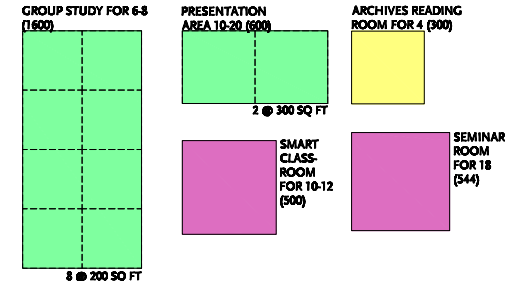
TOTAL 18828 NSF

SINGLE READERS



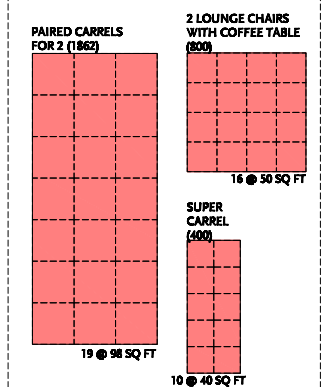
5035 sq ft

PRESENTATION & SEMINAR AREAS



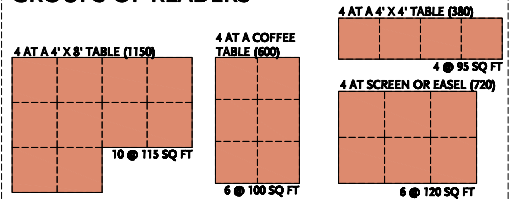
3544 sq ft

PAIRS OF READERS



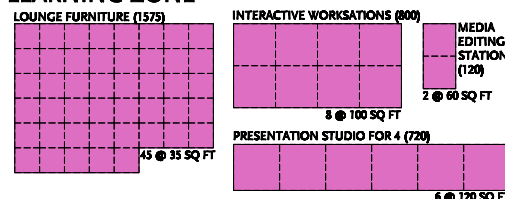
4184 sq ft

GROUPS OF READERS



2850 sq ft

LEARNING ZONE

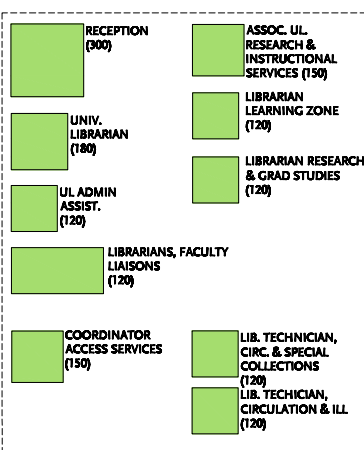


3215 sq ft

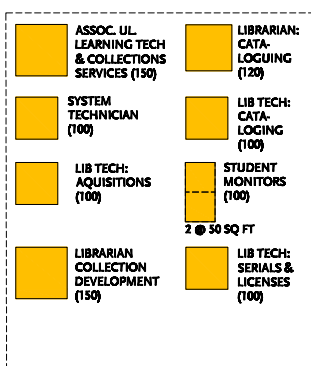
STAFF

TOTAL 2940 NSF

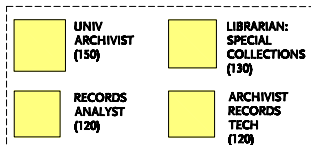
LIBRARY



1500 sq ft



920 sq ft



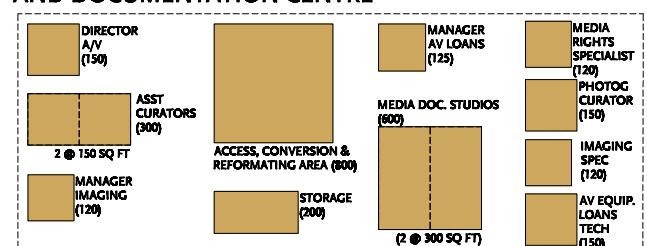
520 sq ft

2940 sq ft

CO-LOCATED FUNCTIONS

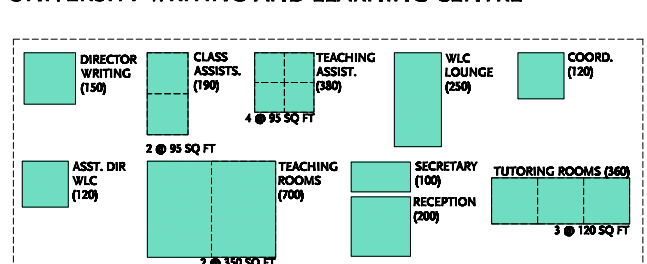
TOTAL 5405 NSF

UNIVERSITY IMAGING AND DOCUMENTATION CENTRE



2835 sq ft

UNIVERSITY WRITING AND LEARNING CENTRE



2570 sq ft

ATTACHMENT 6: LEARNING ZONE SPECIFICATIONS

These specifications were prepared by Jill Patrick, OCAD Director of Library Services, June 2008.

VISION

- The Learning Zone is an integral part of the Library and fulfills the promise to undergraduate students, expressed in the University's Strategic Plan, to promote a New Ecology of Learning.
- The Learning Zone is a supported hands-on, self-service area for OCAD students; it is an experimental information-rich laboratory with extensive high-tech and low-tech options for students to access and responsibly utilize third-party content, to create their own content, and to produce analog and digital materials.
- The Learning Zone is a collaborative enterprise of librarians, academic support staff, faculty, students, and alumni. The purpose of the Learning Zone is to enrich the student learning experience, to provide students with meaningful extra-curricular programmatic content, current information and useful training opportunities. The space will be used by librarians and academic support staff to demonstrate, present and promote new databases and information tools. They will solicit feedback from students and encourage their engagement. The space will provide faculty associated with the Centre for Innovation in Art & Design Education (CIADE) opportunities to experiment with alternate methods of teaching and learning and to actualize new models appropriate to the New Ecology of Learning.
- It is a place where students should feel welcome and comfortable and where everyone can learn from each other, organically and holistically.

START-UP YEAR (2008-09)

Hire Learning Zone Librarian/Coordinator
Open 48 weeks per year; 89 hours per week

PROPOSED SPACE USE

Secure Rooms

- Office for Manager; Technicians Office/Media Hub.
- Copystand photography and Media editing workstations.
- 2 smart rooms

Open Work Areas

- Double Entrance door 72" wide; Security Gate 60" inside entrance
- LCD panel for communications at front entrance with LCDs or signs on either side of door
- Display walls and panels wherever possible...to display student work (perpetual impromptu exhibition space)
- Open lounge/meeting work area that can double as a presentation space – all furniture modular and movable. Variety of seating options including sofas, café tables and chairs, benches etc. Furniture for laptops. Mobile screens to create private areas. Adjustable lighting. Projection screens.
- Publications Reading Area (clean): current periodicals, exhibition catalogues, graphic novels, comics, zines. The materials on movable shelving with wheels.
- Wireless throughout with some Mac workstations
- Counters (sitting-height and standing height) for reprographics and low tech areas. Large work tables for the assembly of projects.
- Reprographics Area: b/w and colour photocopiers and networked scanners and printers.
- Low Tech Area: cutting mat, paper cutter, scissors, stapler, glue, binder, drymounter – plus a spray booth if one can be accommodated.

JOB DUTIES – LEARNING ZONE LIBRARIAN/COORDINATOR

In consultation with the Head of Reference, Information & Access Services and Learning Zone Advisory Committee, responsible for development and ongoing operation of an innovative new Learning Zone for OCAD students, and the provision of reference and access services in support of the university's curriculum.

Summary of Responsibilities:

- Establish mission & goals, and policy & procedures, for the Learning Zone (LZ) in consultation with librarians, academic support staff, faculty, alumni, and students
- Establish and Chair the Learning Zone Advisory Committee, and in conjunction with the Committee develop plans and specifications, strategies and methods, for projects that support the mission of the LZ
- Hire, schedule, and supervise student monitors, alumni volunteers and others
- Establish a schedule of program events and activities to enhance student learning and engagement
- Provide collaborative opportunities for academic support areas within an environment that encourages experimentation
- Ensure student involvement in the design of learning spaces and experiences
- Evaluate the effectiveness of projects, events, and activities through surveys and other means; collect and maintain relevant statistics
- Prepare biannual reports on LZ projects, events and activities for the Head of Reference, Information & Access Services and Director of the Library
- Assist with preparation of annual operating and Furniture & Equipment budgets for the LZ
- Develop grant and funding proposals for LZ projects, events and activities, and assist with fundraising for enhancement of the facility
- Develop and maintain a web presence for the LZ with Web 2.0 tools to enhance library communication and information dissemination within a virtual learning environment
- Implement an e-portfolio tool in collaboration with the Manager of AV & Imaging Services and Manager of Digital Studios
- In consultation with the Manager of AV & Imaging Services, liaise with faculty and appropriate staff, to enhance the film, video, DVD and audio collections
- Assess the technological needs and draft appropriate specifications for digital projects specific to the online development of the LZ
- Implement an institutional repository for open-access to faculty, staff and student e-publications, and graduate theses, in collaboration with the Manager of Digital Studios
- Serve on internal and external committees, as required
- Provides backup support at the Library's main reference desk as required.
- Participate in professional activities outside the university, establish contacts and undertake research relevant to the LZ mission
- Support the Head & the Director of Library Services in related duties that contribute to the successful operation of Library Services

ATTACHMENT 7: LEARNING BEHAVIORS DATA

This data is drawn from OCAD's National Survey of Student Engagement data.

2006 NSSE data for OCAD and Ontario and Carnegie Classification peer comparison groups*													
			First-year students				Seniors						
		Variable	Modal OCAD response	OCAD %	Ontario %	Carnegie %	Modal OCAD response	OCAD %	Ontario %	Carnegie %			
Taking responsibility for and control over one's own learning													
	Worked with classmates outside of class to prepare class assignments	OCCGRP	Sometimes	46	36	43	Sometimes	50	31	48			
	Discussed ideas from readings or classes with others outside of class (students, family members, co-workers, etc.)	OCCIDEAS	Often	36	36	36	Very often	34	24	34			
	Worked harder than you thought you could to meet an instructor's standards or expectations	WORKHARD	Sometimes	41	43	26	Often	42	35	42			
	Preparing for class (studying, reading, writing, etc.)	ACADPR01	11-15 hr/wk	23	19	17	6-10 hr/wk	21	21	13			
Engagement with faculty outside of classroom													
	Discussed ideas from readings or classes with faculty members outside of class	FACIDEAS	Never	47	52	31	Often	49	41	44			
	Worked with faculty members on activities other than coursework (committees, etc.)	FACOTHER	Never	79	75	64	Never	64	64	45			
	Worked on a research project with a faculty member outside of course or program requirements	RESRCH04	Have not decided	52	41	42	Do not plan to	53	55	49			
Benefiting from diversity													
	Had serious conversations with students of a different race or ethnicity than your own	DIVRSTUD	Sometimes	30	30	24	Very often	34	24	34			
	Had serious conversations with students who are very different from you in terms of their religious beliefs, political opinions, or personal values	DIFFSTU2	Sometimes	33	32	25	Sometimes	32	32	28			
	Are you an aboriginal person	ABORI_CA	No	98	98		No	89	99				
	Are you part of a visible minority group in Canada	MNRTY_CA	No	63	66		No	73	69				
Opportunities for enhanced learning													
	Participated in a learning community	LRNCOM04	Have not decided	41	39	37	Do not plan to	57	59	51			
	Independent study or self-designed major	INDSTD04	Have not decided	45	40	38	Do not plan to	34	58	40			
	Culminating senior experience	SNRX04	Plan to do	44	27	67	Done	37	20	46			
Factors competing with academic life													
	Working for pay off campus	WORKOF01	0 hr/wk	49	62	68	0 hr/wk	30	51	44			
	Relaxing and socializing (watching TV, partying, etc.)	SOCIAL05	6-10 hr/wk	29	29	33	6-10 hr/wk	33	31	33			
	Providing care for dependents living with you (children, spouses, etc.)	CAREDE01	0 hr/wk	48	61	75	0 hr/wk	48	63	68			
	Commuting to class (driving, walking, etc)	COMMUTE	1-5 hr/wk	37	51	53	1-5 hr/wk	42	55	52			
	About how many hours do you spend in a typical week on your university's campus, outside of time spent in class?	ONT0608	5 hours or less	52	39		5 hours or less	49	39				
Improvements needed for academic success													
	Which one of the following factors poses, or has posed, the biggest obstacle to your academic progress	ONT0601	Financial pressure or work obligations	39	25		Financial pressure or work obligations	37	30				
	2 items you believe your university most needs to address to improve the student academic/learning experience outside the classroom	ONT0605	Improving the quality/availability of study space	25	26		Providing students with more opportunities to undertake research	31	32				
			Increasing opportunities for international experiences	25	15		Improving library collection	31	15				
*For the sake of simplicity, this table records only the modal responses for each NSSE factor.													

ATTACHMENT 8: OCAD LIBRARY STUDENT/USER SURVEY

This information was prepared by Jill Patrick, OCAD Director of Library Services, June 2008

A student questionnaire (15 questions) was administered through the library webpage from April 21 to May 25. There were 228 respondents: 19% 1st year, 27% 2nd year, 29% 3rd year, 18% 4th year, and 7% other (e.g. alumni upgrading diploma to BFA, 5th year). The majority were full-time (91%). 38.5% indicated spending 0-5 hours per week on-campus outside of class time (compared to 21-22% for NSSE); 20.2% indicated 6-10 hours (compared to 17-19% for NSSE); 13.6% indicated 11-20 hours (compared to 17-19% for NSSE); 14.5 indicated 21-30 hours (compared to 4-7% for NSSE); and 6.6% indicated that they spent more than 30 hours per week on-campus outside of class time (compared to 3-6% for NSSE).

68% of respondents indicated spending 1-5 hours per week in the physical library and 14% indicated that they never went to the library. 11% indicated spending 6-10 hours per week in the library. The NSSE survey did not ask students a comparable question.

54.4% of respondents indicated that they accessed OCAD's virtual library 1-5 hours per week while 12.7% indicated 6-10 hours per week. 28.9% of the respondents indicated that they never accessed the virtual library (an interesting counterpoint to the 14% who indicated they never went to the physical library).

Students were asked to indicate the other libraries they used. 94.7% of respondents use the OCAD library, 51.8% use the Toronto Public Libraries; 46.1% use the Toronto Reference Library; 25% use University of Toronto Libraries; 16.2% use Ryerson University Library; 5.7% use York University Library; and 15.4% use other libraries including public libraries in the Greater Toronto Area as well as other university libraries in Ontario. Respondents were not asked to indicate the number of hours per week, on average, spent in libraries other than OCAD.

The responses to two open-ended questions give some indication of why OCAD students may choose not to spend more time in their own library: resources, space, noise, and hours.

"It would be very convenient for us undergrads to have ACCESS to Robarts Library. I went there last year to do research for an essay I was writing (I couldn't find the information I was looking for within the OCAD library) and I wasn't allowed in. After much pleading with the attendant guarding the entrance, she agreed to "look the other way" while I slipped past into the library. With the research I was able to do, I was able to write an essay of much more detail and depth than I would have been able to do otherwise, just because I had access to so much more information. Students shouldn't have to beg to gain entrance other school's libraries...."

"I'd spend more time in the current library if it had more study space."

"no metaphors. more space. different areas for being quiet or being talkative. seriously. I don't go [to] the library because it's too noise[y] and there is nowhere to sit."

"I want our OCAD library to extend the library hours more during the exam period. Other libraries like U of T or Ryerson open 24 hours. I and my friends always move to U of T or Ryerson to study more when OCAD library's closed... Which is very sad because you have to study at somewhere else where you don't belong to..."

The responses ranked the following Access methods as essential or very important: Easy-to-use search tools (80.1%); physical library with extensive print collections (77%); well-designed and accessible library web page (71.9%); virtual library with extensive digital collections (67.8%), complete catalogue of print resources (58.4%).

The responses ranked the following Library Facilities as essential or very important: a quiet place (70.3%); large work surfaces (58.4%); collaborative space (57.5%); place to store my stuff (35%); movable furniture (32.6%); place to display my work (19.7%). The responses ranked the following Library Equipment as essential or very important: scanners and copiers/printers (76.1%); computers with all software (69.2%); self-serve low-tech area (53.8%); full-service printing bureau (53.3%); self-serve high-tech area (45.9%); presentation area (34.6%).

The responses ranked the following Library Collections as essential or very important: Print – books, journals, dvds (83.5%); Electronic publications – e-books and e-journals (63.8%); Digital Images & Media (59.0%); Original materials and art/design objects (53.1%); Digital repositories of unpublished OCAD materials (50.3%); Digital portfolios of OCAD student work (46.9%).

The responses ranked the following modes of Library Communication as essential or very important: Face-to-face (77.6%); Email (58%); Telephone (38.9%); Voice Mail (20.1%); Text Messaging (11.4%). Students were asked to respond to the following open-ended question:

“Various metaphors can be used to describe a library: City Square, Gathering Place, Community Centre, Bank, Repository, Storehouse, Hub, Filter, Contextualizer, Stimulator, Germinator, Hothouse, Collaboratorium, One Room Schoolhouse, Refuge, Home-away-from-Home, Cathedral, Studio Library, Library Studio...What do you see when you IMAGINE THE PERFECT LIBRARY FOR OCAD? What do you want YOUR LIBRARY to be?”

187 responded to this question. Of the suggested metaphors,

- 22 - picked Refuge (13) or Home-away-from-Home (9)
- 21 - picked Hub (8), Community Centre (7), Gathering Place (5), or City Square (1)
- 20 - picked Studio Library or Library Studio
- 11 - picked Collaboratorium (4), Stimulator (4) or Germinator (3)
- 8 - picked Storehouse (4), Cathedral (2), Bank (1), or Repository (1)

The following words appear frequently in the respondent's comments:

- Books (34), Resources (18), Media (5), Digital (3), Software (3), Tools (3)
- Quiet (36), Learn (6), Focus (4)
- Comfortable (28), Relax (9), Cozy (4), Warm (4), Inviting (4)
- Accessible (16), Open (8), Light (10), Bright (2)
- Ideas (12), Imagination (7), Inspiration (6), Talk (6), Meet (4) Energize (3)

Students were given an opportunity to provide Additional Comments and 78 took the opportunity. Following are a few examples:

“It’s not good enough to share the libraries of other institutions. A library is the memory keeper of its university. Without it, we don’t know where we come from or where we are going, and certainly not where we are.”

“I hope ocad will invest its resources intelligently into a bigger and more welcoming space that is going to be our future library, as well as purchasing more BOOKS which are essential to our education, as is a nice quite space to study.”

“We are a great school with great library staff! We finally need a library worthy of both.”

“I really hope the ideas in this questionnaire become real, sounds very very exciting!”

“Thanks for letting us have an opinion. I am looking forward to a great space.”

“Thanks for preparing the survey and good luck. Look forward to our new library.”

ATTACHMENT 9: PRINCIPAL EDUCATIONAL CHALLENGES FACING THE LIBRARY AND COLLABORATING UNITS

This data was prepared by Jill Patrick, OCAD Director of Library Services, June 2008.

The overarching Challenge is to Challenge ourselves to

- Ask the right questions.
- Acknowledge that “It’s all about student Learning”.
- Agree on what is going to happen in the classroom, studio, and library in 2015.
- Agree on the intended educational experience in 2015.
- Understand and describe the unique nature of OCAD’s model learning environment

The following additional factors must take priority in planning a new library (real and virtual).

#1 – Student Engagement: what do OCAD students want and need to be more engaged as learners? Consider OCAD student profiles and student survey results (NSSE, Library)

#2 – Learning Environment: what does OCAD want and need to provide to its students to be fully functional learners? Consider OCAD strategic plan and best practices at other universities.

#3 – Opportunities: what opportunities does the library have to improve the learning environment. Consider partnerships and collaborative initiatives. Identify value propositions and where to invest collections money for long-term benefit.

#4 – Enrolment: how many OCAD students will there be in 2015? Consider projections provided by university planners.

#5 – Recruitment: what will be the characteristics of the OCAD student body be in 2015? Consider measures of success related to planned recruitment efforts.

#6 – Community: what will the community surrounding OCAD look like in 2015? How will OCAD’s library relate to the wider community? How will the library support outreach initiatives? Consider measures of success plus demographics and city planning documents.

#7 – Research & Graduate Studies: what kind of research will be conducted by OCAD in 2015? What kind of interaction or affinity will OCAD’s library have with graduate students, researchers and research partners? What will the library’s role be in insuring success in graduate programs and institutional research initiatives? Consider measures of success in planning documents.

#8 – Continuing Education & Alumni: what expectations will there be in 2015 for the library to support continuing education and professional development for alumni and others? Consider measures of success contained within strategic plan.

It is understood that all planning will take into account OCAD’s Values which include Accessibility, Diversity, Equitable global citizenship, Art and design advocacy, Aesthetic and formal excellence, Sustainability, and Entrepreneurship. Planning must also reflect the primacy of learning through creative acts, excellence in studio practice as the core of teaching principles, and the academic- and practice-based sustaining methodology of the studio critique.

#1 – Student Engagement

See NSSE and other survey results

Enhanced student engagement is a prerequisite for NEL. The university intends to become a “model learning environment” and to improve NSSE results (NEL Measures of Success).

#2 – Learning Environment

New Ecology of Learning - Themes

Diversity, Wellness, Cross-disciplinary experience, Technological innovation, contemporary ethics.

The Learning Environment – Strategic Plan

- Integrates academic and studio knowledge and practices; integrates contextual/theoretical knowledge into studio curriculum
- Facilitates cross-disciplinary and cross-cultural learning opportunities; international exchanges; meeting ground for aboriginal students; student wellness and rounded university experience.
- Preserves tradition of learning through creative acts; enables critical thinking and action; Increased flexibility and choice; responsive and adaptable
- Studio practice remains core of teaching principles; methodology of studio critique revitalized
- New areas of curriculum connected to the cultural/entertainment industries & emerging technologies; facilitated interaction with larger creative communities; Engagement with the community; extending the classroom; work-study, co-op, intern and extended classroom programs.
- Faculty more engaged in the learning process; links to graduate studies and research; intensive mentorship opportunities; students exposed to collegial debate.
- Streamlined and effective administrative processes; Integration of participatory technologies and Web 2.0 tools; Collaboration and communication systems in teaching and learning
- Art & Design everywhere; Showcase for art, design and writing of OCAD students and faculty; facilitated exposure of student work
- Fosters human skills that combine independence with team-based learning; possibility of introducing service learning into the curriculum; stronger offerings to provide students with the entrepreneurial, business analysis and management skills that they need for a contemporary professional life
- Student involvement in shaping the learning environment and in designing OCAD's physical and virtual learning communities; an assortment of activities to enrich academic programs
- OCAD will pilot programs that prepare art and design educators for careers in K-12 system in Ontario, thus meeting the expressed wish of many students to become educators.

The Learning Environment – Faculty & Student Interviews (March-May 2008)

- Learning through total immersion; energized focus or flow
- Learning through observation, being inspired
- Learning through exploration, discovering things
- Learning through risk-taking, exposing your ideas
- Learning through exhibition, celebrating production
- Learning through exposition, finding meaning
- Training the eye, the intellect, and the hand
- Give-and-take criticality, criticism and debate (critiques)
- Competition and collaboration; Appropriation and reinterpretation
- Visual thinking, visual learning, visual literacy; Mixing up analog and digital
- The art and design scene in Toronto is a major part of the OCAD learning environment (going to exhibitions is an essential learning activity)

Teaching within the Learning Environment

"The composition of OCAD's staff and faculty will change significantly over time....and reflects the diversity of Canadian society. " (P.10 Strategic Plan)

- Learning opportunities for faculty to use technologies in teaching and research
- "OCAD recognizes [the need for] tenured faculty to refresh their knowledge...."
- "A new committee will provide advice to the Vice-President, Academic regarding the resources that faculty want and need for teaching and learning. This essential support to faculty will, in turn, improve the learning environment for students.

Centre for Innovation in Art & Design Education (CIADE):

- “OCAD will expand its fledgling innovation and research centre in art and design teaching and learning into a core resource, a Centre for Innovation in Art and Design Education....CIADE will provide opportunities to develop excellence through partnerships in the diverse world outside OCAD’s doors – it extends the classroom....OCAD will pilot programs that prepare art and design educators for careers in K-12 system in Ontario, thus meeting the expressed wish of many students to become educators.

#3 – Opportunities

OCAD Library in 2015

- will pay substantial annual fees to Scholars Portal as a service provider for consortial systems and services; this will result in cost avoidance over the long-term.
- the acquisitions rate will be double what it was in 2007/08. The print monograph collection will have reached 200,000. Usage will be carefully tracked and titles will be weeded to make room for others. The collection will be relevant, specialized and regularly used. OCAD’s specialized collection will be seen as an asset, and a contribution, to the shared resources of Ontario’s university library system.
- the library will still do original cataloguing and processing, for some specialized items, but will have a contract with third party providers (e.g. YBP, Blackwells) for shelf-ready books, including catalogue records; this will result in cost avoidance over the long-term.
- the library will continue to carefully select print materials, in consultation with faculty and researchers, but will expand its purchasing plans targeting international galleries, museums and research centres. The collection will develop focus and specialization.
- OCAD librarians will have faculty status, will sit on university committees, and will collaborate with faculty on curriculum design and delivery.

OCUL – Scholars Portal

- Scholars Portal 2020 will be fully funded as a “trusted digital repository” for the province.
- Backfiles of all e-resources will be purchased and loaded centrally on Scholars Portal (ownership for posterity)
- All e-resources will be negotiated consortially for maximum cost savings
- Students will have access to a wide array of commercial and open-source e-books, journals, textual materials, plus maps, data sets, images and media through Scholars Portal
- High-speed network connection between UofT and OCAD (ORION and GTAnet) will enable lightning-fast search and retrieval of documents
- All OCUL libraries, including OCAD, will use the same shared ILS with a finely-tuned discovery layer (on Evergreen/Conifer backbone); Scholars Portal will provide support for shared systems
- Students will locate materials, held locally, with one simple search; an expanded search will access materials held consortially and beyond
- Students and researchers will have the ability to access licensed collections from anywhere in the world through an advanced remote patron authentication process (e.g. Shibboleth)
- Students will have access to a very large collection titles on the Scholars Portal e-book platform. There will be 500,000 scanned out-of-print titles on Scholars Portal, contributed by OCUL libraries (provincial output capacity: 120,000 volumes per year)
- Scholars Portal will provide access to an additional 1.5million out-of-print titles from international scanning sites (Internet Archive project).
- Students will have access to another generation of advanced services, building on the success of RACER (unmediated ILL), SFX, RefWorks and RefShare.

OCAD/AGO LIBRARY AFFILIATION

- As a result of a library affiliation agreement with the Art Gallery of Ontario Research Library & Archives, OCAD learners will have access to international catalogues raisonne, exhibition catalogues and archival fonds.
- The AGO catalog will be accessible through Scholars Portal, as an OCAD affiliated library.
- AGO and OCAD archives will share expertise and experience in records management; both

- archives will be fully accessible to learners; with joint digital scanning projects underway.
- shared expertise in jointly-developed instructional sessions
- AGO will provide dedicated space for graduate students registered in Criticism & Curatorial Program and for OCAD faculty conducting research into Canadian art history.

#4 – Enrolment

Projections indicate 3,685 undergraduate students, 1,000 graduate students, and 2,500 continuing education students, for a total of 7, 185 learners by 2020 (Source: Office of the VP Academic) This is 2.5 times the number of current learners (2,986 07/08 fte including domestic and international).

The impact of enrolment growth on library access and service delivery will be mitigated by the development of a virtual library but enrolment growth will still have a significant impact on library transactional services and, by extension, on staffing levels and/or operating budgets. For planning purposes, we have assumed a 2x increase based on a 2.5x enrolment increase.

Impact on Library Transactions

(2x current statistics reported to Canadian Association of Research Libraries)

- 165,770 check-outs (currently 82,885)
- 44,198 renewals (currently 22,099)
- 6,186 reserve loans (currently 3,093)
- 1,140 directional questions answered (currently 570)
- 9,546 reference transactions – real or virtual (currently 4,773)
- 180 presentations to groups (currently 90)
- 4,634 participants in group presentations (currently 2,317)
- 6,626 monograph titles purchased (currently 2,212) – to meet collection targets for 2015, this represents a 3x increase in the acquisition rate.
- 15,219 volumes catalogued (currently 5,073) – to meet collection targets for 2015, this represents a 3x increase in the cataloguing rate.
- 2,820 turnstile count per day (currently 1,410)
- 460 ILL requests received from other institutions for OCAD learners (currently 230) – this is predicted to be considerably higher due to increased demand from graduate students and research faculty.
- 292 ILL requests filled by OCAD for other institutions (currently 146) – this is predicted to be considerably higher due to the increased size and specialization of OCAD's print collections (more unique titles that patrons from other libraries will want to borrow).

#5 – Recruitment

Student Characteristics – Strategic Plan

- visible cultural diversity with aboriginal representation (P.10 “It will develop special programs to recruit Aboriginal, Francophone, visible-minority and first-generation students.”)
- a large international student population - at least 10% more; we currently have 183; should plan for at least 200. (P. 10 “OCAD will recruit from outside Ontario and from prioritized international communities.”)
- mature/experienced learners (NEL Measure of Success – P.10 & 39 Strategic Plan “Students who have some prior learning experience, other degrees or who are returning to education will be welcomed as they bring maturity and life experience to the community.” “Applications to OCAD from individuals with career histories or degrees in disciplines other than art and design are up by 10 percent.”)
- high achievers (P. 39 “OCAD student acceptance to application rate is 1:6; OCAD students measure very high in NSSE; Top-caliber graduate students recruited”)
- Visible shift in faculty, staff and student populations and positive analyses (based on quantified research) of cultural shift in diversity of OCAD and its community links.
- Alumni participation up 20 percent

- highly successful after graduation (“make significant contributions as cultural leaders, educators, innovators, creative thinkers and strategists to the fields of emerging technology and the art and design professions”)

Student Characteristics – Statistics Canada and AUCC

- students from under-represented groups
- low-income students
- students whose parents never went beyond high school

Postsecondary enrollments are set to peak around 2012-13. The size of the Echo Boom cohort (children of Baby Boomers) will then begin to decline, shrinking by 400,000 nation-wide from the 2013 peak by 2028. Source: Postsecondary Enrolment Trends to 2031: Three Scenarios. Research Paper. Darcy Hango and Patrice de Broucker, Statistics Canada, 2007. <http://www.statcan.ca/english/research/81-595-MIE/81-595-MIE2007058.pdf>; available June 15, 2008.

After 2013 it will be participation rates that drive enrollments. Universities will reach out to under-represented groups. Source: Trends in Higher Education Vol. 1 – Enrolment. Association of Universities & Colleges of Canada, May 2007.

#6 – Community

The City of Toronto is committed to preserving and developing the urban core as a place where people can continue to live and work. They are also committed to mixed use and affordable housing to maintain the diversity of “old and new neighbourhoods and old and new populations” that make Toronto such an interesting place.

Students in 2015 should still be able to find affordable housing in the downtown core, or housing close to transit routes, so it is entirely appropriate for the new OCAD Library to be a community centre for the university and to provide social and study space for learners. This is part of building a healthy campus and a healthy city.

“Toronto is fortunate in having a large and relatively mixed population resident in its core area and a diversity of old and new neighbourhoods and old and new populations, Perhaps the single best method of ensuring continued employment growth and renewal in the core is to ensure that the area is healthy and attractive as a social space, as a place for both living and working.” The Future of Downtown Toronto, June 2000. http://www.toronto.ca/torontoplan/background_studies.pdf; available June 15, 2008.

Population Projections

Based on 2031 population projections -- by 2015, the population of the Greater Toronto Area (GTA) will have approx. 800,000 more residents (16% more); the City of Toronto will have approx. 165,000 more residents (7% more). The City expects to also have 170,000 more jobs.

“The population of the Greater Toronto Area (GTA) is projected to grow by over 2.6 million to 7.45 million by 2031. This means that a population equivalent to that of today’s City of Toronto is expected to be added to the GTA between 1996 and 2031. The City itself is forecasted to grow by 537,000 people from 2.463 million to 3 million over this time period....The Regions are anticipated to grow more quickly than the City. By 2021, York will have nearly doubled in size, and Durham and Halton will have reached the same mark about 10 years later. GTA population growth is expected to be strongest until 2011, and to gradually decline over the following two decades.” Source: Toronto Official Plan, Flashforward: Projecting Population and Employment to 2031 in a Mature Urban Area. Available at http://www.toronto.ca/torontoplan/official_plan/introduction.htm available June 15, 2008.

Population Characteristics

See: http://www.toronto.ca/toronto_facts/diversity.htm; available June 15, 2008.

- the majority of residents will be visible minorities (now 43%)
- the majority of residents will be from other countries (now 49%)
- many students will be the sons or daughters of immigrants (now – “one in four children between 5 and 16 in the City of Toronto are new immigrants having arrived between 1991 and 2001”)
- there will be a large urban aboriginal population (now 11,370)
- there will be many urban dwellers in mixed-use and affordable housing in the downtown core (old and new neighbourhoods, old and new populations)
- there will be many commuters from other parts of the GTA using improved transit routes and options connecting to the core.

#7 – Research & Graduate Studies

“OCAD now operates with 40 percent of the physical space that its current operations require according to provincial standards. Introducing graduate studies and research functions and upgrading the Library to meet the requirements of a leading university in research and niche graduate studies will require the addition of one or more new facilities. The new facilities will be developed in concert with neighbouring communities and other potential partners in order to meet research, graduate studies and learning needs as well as requirements for community outreach and integration. The facilities will include research laboratories and offices to support disciplinary and cross-disciplinary research, public presentation capacity (including gallery spaces and other means for public engagement), a learning commons and library, and graduate student offices and studios. The facilities might also function as a business incubator. OCAD will explore the possibility that the facilities will occupy one space or a series of networked geographically distributed spaces. Needs assessments will be conducted to inform all planning decisions.” (P. 25 Strategic Plan)

Measures of Success – Grad Studies (P. 40 Strategic Plan)

To establish and build a vibrant, viable graduate studies program.

- Programs established through OCGS on schedule.
- Top-calibre graduate students recruited.
- Measurement shows undergrad programs enhanced by presence of graduate students.
- Excellent program reviews.

Graduate Studies Environment at OCAD

- Over the next 10 years, OCAD will build MFA, MDes and MA graduate programs directly related to its core strengths and mission, including
- Interdisciplinary Studio in Art and Design
- Critical and Curatorial Practice
- Art, Design and Science Collaboration
- Advertising
- Professional Programs in Design
- Art and Design Education
- Strategic Creativity (Design and Business)
- Interactive Media
- OCAD will also consider developing a practice-based PhD program
- Graduate students will enrich their own knowledge and skills through mentoring undergraduates

Measures of Success – Research (P. 39-40 Strategic Plan)

To enhance and expand research capacity to a significant extent

- 10 percent increase per year of SSHRC and other granting council applications to 2012.
- Enhanced entry into other competitions
- 40 percent success rate in grant applications
- Three recognized research innovations
- Five corporate partners
- Five university partners

- OCAD consistently described as a contributor to research and innovation in Ontario and internationally
- Students accepted to graduate and PhD programs in benchmark universities
- Measurement shows undergraduate programs enhanced by exposure to research faculty and opportunities

The Research Environment at OCAD

- Practice based research is a hallmark of art and design
- Research, graduate studies and excellence in undergraduate learning are interdependent at OCAD
- Research...[will provide]...a staging ground for graduate resources and faculty excellence.
- Research at OCAD will be designed to engage undergraduate learners
- Research funding is a significant source of infrastructure
- Research training opportunities for undergraduates
- Ubiquitous partnerships (research, cultural and educational institutions, private-sector players, governments and visionary leaders)
- Beal Institute for Strategic Creativity at OCAD
- Mobile Digital Commons Network (MDCN)
- Canadian Design Research Network (CKRN)
- Centre for Research in Art & Design Education (CRADE) will be developed as part of the Centre for Innovation in Art & Design Education (CIADE). Research will include the analysis of student learning styles; approaches to teaching diverse students; new forms of studio education; etc.
- Consortium on New-media, Culture & Entertainment R&D in Toronto (CONCERT) – OCAD partner with Ryerson and York U in this research and innovation network.
- An OCAD “Imagination Laboratory” – OCAD will create a cross-disciplinary laboratory[for] interactive media, gaming, mobile content and applications, design methods and wellness research.
- Corporate Research Partnerships

#8 – Continuing Education & Alumni

Measures of Success (P. 40 Strategic Plan)

To develop effective outreach, communications and marketing strategies

- Enhanced relationships with government lead to additional and new revenue
- Formal agreements with five international institutions established
- Visible shift in faculty, staff and student populations and positive analyses (based on quantified research) of cultural shift in diversity of OCAD and its community links.
- OCAD perceived and described as a key player on the local, national and international level.
- Continuing education and executive development programs established, resulting in increased income and enhancement of OCAD reputation locally, nationally and internationally.
- Alumni participation up by 20 percent.

Outreach Environment at OCAD (PP. 28-32 Strategic Plan)

- OCAD can function as a hybrid – first as a university, second as a cultural institution, and third as a partner institution able to intervene effectively to meet the needs of diverse communities
- Relationships that enrich the experience of students
- Internationalism and cultural diversity
- Cultural Advocacy and Policy Development
- Promotion of art and design and cultural learning in the K-12 environment
- Strategic Thinking and Problem Solving
- Strong relationships with alumni...”They will provide mentorship to current students”
- “OCAD will create a dynamic continuing education programfor a wide range of learners.”
- Engaging Alumni: “...OCAD will facilitate mentorship and dialogue between alumni, current students and administrators, creating opportunities for alumni to advocate and guide the growth and development of the institution.”

ATTACHMENT 10: DRAFT VISION AND MISSION STATEMENT

This draft statement of vision, mission, values and goals, prepared by Jill Patrick, OCAD Director of Library Services, June 2008.

Preamble: This draft statement will be reviewed commencing in September 2008, with the input of faculty, students, alumni and others. Development of a campus-wide Learning Strategy will greatly enhance this document. It will be completed by August 2009.

Vision

The Dorothy H. Hoover Library & Archives at the Ontario College of Art & Design is a learning environment in which members of our community can realize their potential as learners, educators, innovators, entrepreneurs, cultural leaders, strategists, and creative thinkers.

Mission

The Mission of the Dorothy H. Hoover Library & Archives is to enrich the Ontario College of Art & Design curriculum and to provide a physical and virtual learning environment beyond the classroom and studio. The Library & Archives enables classroom- and studio-based art and design education; historical, critical and scientific inquiry; research; and lifelong learning. In concert with other OCAD academic support areas, and with library/archives consortia and associations, the Library & Archives offer a rich menu of analog and digital resources and services. Library & Archives staff, librarians and archivists are educators with a strong service ethic and expertise in information management, retrieval, and interpretation.

Library & Archives collections facilitate excellence in teaching, learning and research, and significantly enrich the aesthetic, intellectual, professional, personal and social endeavors of our community. Analog and digital collections satisfy a wide range of learning behaviors, learning styles, and format preferences.

The Library & Archives partners with the OCAD community to acquire materials of intrinsic value to the University. The OCAD Archives preserves the University's collective memory for posterity and enables access to primary and secondary archival materials for teaching, learning and research purposes. Archival resources, and archival information and research services, are available to anyone interested in the history of OCAD within privacy and access guidelines.

The Library & Archives welcomes student involvement in the design of learning spaces and experiences, and celebrates the creativity of OCAD students by displaying current and past student art and design work, as learning objects within physical and virtual spaces. The Library actively encourages student engagement and provides opportunities for students to interact with faculty and alumni.

The Library & Archives facilities provide a variety of different spaces for solitary reflection & quiet study, consultations & collaborative projects, and interactive group work.

Values

Within the context of OCAD's Strategic Plan, Leading in the Age of Imagination, the Library & Archives values:

- The transformative power of creativity.
- The inspirational power of art and design exhibitions.
- The primacy of the published record for art and design practice and criticism.
- The image facsimile as learning object; Different ways of seeing and learning.
- The inspirational role of art & design library collections.
- Methodical, critical research as well as serendipitous browsing.

- The primacy and persistence of locally-held learning objects in our community of learners (where all 5 senses come in to play).
- The power of our library to open minds by presenting diverse, international and multicultural views and opinions.
- Empowerment of our learners through Information Literacy and extra-curricular skills training.
- The ability of our library to engage people outside the classroom and across disciplines.
- Partnership and Collaboration with faculty and academic staff to improve student learning spaces and experiences.
- Responsible stewardship of the University's library and special collections, archival records, cultural property, and other materials of intrinsic value.
- Effective, efficient, innovative, and user-friendly information systems to enable access and use of collections.
- Fair and equitable reciprocal access agreements, negotiated in consort with partner institutions and consortia, to expand the information horizon.
- Advocating for collection and preservation of specialized art and design collections (e.g. Exhibition catalogues, artists bookworks, graphic novels, zines)
- Open access. The library as liberator of locally-held unique content. Digitization of archives and cultural property. Digitization of graduate theses and faculty papers, publications, visual and media materials.
- The right of our community to privacy and self-determination, to freedom of information, inquiry and expression.
- The obligation of our community to be ethically, legally, academically, and socially just and honest.
- A stimulating library environment that reflects who we are and who we aspire to become. Sustainable, diverse, healthy, interdisciplinary, technologically innovative, ethical – with examples of art and design everywhere.
- Direct human interaction with our community. Face-to-Face or Voice-to-Voice Human Interaction whenever possible. Sensitivity in caring for the whole person.
- Advancing the common good, and our own interests, through consortial partnerships and collaborative projects.

Goals

In support of OCAD's Strategic Plan Initiatives, the Goals of the Library & Archives are to:

1. **Collect & Preserve:** in support of the curriculum; art & design specializations and creative research needs; satisfy all the senses; provide variety of materials and formats, as appropriate, for different learning styles and preferences; enable serendipitous browsing; open minds to international, diverse and multicultural points of view; foster critical thinking; preserve materials of intrinsic value for posterity.
2. **Enable Access:** provide timely access to physical collections and 24x7 remote access to virtual collections; provide effective and efficient systems to enable access to and use of all collections; enhance systems with web-tools to simplify access and facilitate communications and information sharing; provide access to a wider universe of information through reciprocal access and borrowing agreements with national libraries and through an extended international ILL service; provide an e-portfolio site and an institutional repository to enable sharing and distribution of unique content.
3. **Connect & Interact:** undertake regular needs-based surveys and establish a needs-based service level agreement delineating expectations and obligations for both library staff and users; protect privacy and freedom of information, inquiry and expression; expect users to be ethically, legally, academically and socially responsible; provide library spaces and experiences that reflect our values; enable face-to-face or voice-to-voice human transactions whenever possible; respect and nurture the whole person.

4. **Place & Space:** provide a physical library and a virtual library; invite students to help design their own learning spaces and experiences; populate the spaces with a variety of learning objects, in all formats; display current and past student art and design work and facsimile archival materials to engender a sense of community and connection; support creative life through serendipity and chance happenings; Personalize spaces through face-to-face and voice-to-voice contact with caring library staff. Model sustainability in the library's built environment.
5. **Inspire:** Promote the library as a source of inspiration for creative work, intellectual pursuits, recreation and independent lifelong learning; display learning objects and art/design works, real and virtual, to inspire and inform creativity and innovation; forefront unique art and design materials and collections of intrinsic value that speak to a sense of community. Engage our community with displays, exhibitions and events across disciplines. Maintain a stimulating and healthy environment that reflects who we are with art and design everywhere.
6. **Empower:** help library users meet their information needs and develop their information literacy skills by assisting in the selection and use of appropriate search tools and techniques; assist users in the evaluation of information sources and, when appropriate, refer users to resources outside the library; conduct seminars and workshops to help library users find, retrieve and evaluate information sources; provide extra-curricular skills training opportunities, including information literacy instruction and support; provide a space where students can engage with each other and with faculty and alumni outside of the classroom.
7. **Collaborate:** Partner with faculty in the teaching process; collaborate with faculty to identify innovative approaches; design and present research workshops to address specific course objectives. Develop extra-curricular skills training to supplement or complement the curriculum (e.g. critical thinking, research skills, collaboration skills). Collaborate with other academic support staff to improve student learning spaces and experiences (physical and virtual). Establish academic service level agreements with faculty departments to establish mutual expectations and obligations. Support faculty in learning and using library resources and instructional technologies.
8. **Initiate & Lead (Internally):** Establish an information literacy competency requirement, at both the undergraduate and graduate level, and lead in development of for-credit courses in this area. Play an active role in supporting more effective collection, retention, organization, preservation and presentation of information for the diverse audiences of the University. Establish a records management program. Initiate e-portfolio and e-publishing programs. Champion the open-source movement and establish institutional repository for graduate theses and faculty publications. Digitally reformat unique content including archival materials, visual materials, cultural property, theses and faculty publications. Provide expert advice and leadership related to archives and records management, publishing and information management and dissemination, digitization, research practices and methods, information searching and retrieval, rights management, intellectual property, and copyright. Develop and teach workshops, classes or courses in these and other areas of specialization.
9. **Engage & Activate (Externally):** actively participate in the intellectual life of the university by teaching, presenting, publishing, and engaging in professional activities and research outside of the university; represent the interests of OCAD by assuming active roles within professional organizations and consortia. Librarians negotiate reciprocal access agreements with other libraries and consortia; participate in provincial, national and international projects to advance the common good (e.g. Canadian Research Knowledge Network).

ATTACHMENT 11: CONSULTANTS' RESUMES



Steven M. Foote, FAIA, LEED AP

Principal

PROFESSIONAL EXPERIENCE (PARTIAL LIST)

MASSACHUSETTS MARITIME ACADEMY HURLEY LIBRARY
MODERNIZATION, BUZZARDS BAY, MA
NATIONAL LIBRARY OF MEDICINE EXPANSION, BETHESDA, MD
EMERSON LIBRARY, WEBSTER UNIVERSITY, ST. LOUIS, MO
HEALTH SCIENCES AND HUMAN SERVICES LIBRARY,
UNIVERSITY OF MARYLAND, BALTIMORE, MD
JOHN DEEVER DRINKO LIBRARY AND INFORMATION CENTER,
MARSHALL UNIVERSITY, HUNTINGTON, WV
MORGAN LIBRARY ADDITION AND RENOVATION,
COLORADO STATE UNIVERSITY, FORT COLLINS, CO
LIBRARY AND INFORMATION CENTER,
DAEMEN COLLEGE, AMHERST, NY
FRANK AND LAURA LEWIS LIBRARY,
LAGRANGE COLLEGE, LAGRANGE, GA
JEREMIAH KINSELLA DURICK LIBRARY ADDITION AND
RENOVATION, ST. MICHAEL'S COLLEGE, COLCHESTER, VT
WELLESLEY COLLEGE SCIENCE CENTER & SCIENCE LIBRARY,
WELLESLEY COLLEGE, WELLESLEY, MA
OLIN MEMORIAL LIBRARY INFORMATION COMMONS,
WESLEYAN UNIVERSITY, MIDDLETOWN, CT
OLIN MEMORIAL LIBRARY ADDITION AND RENOVATION,
WESLEYAN UNIVERSITY, MIDDLETOWN, CT
TIMKEN SCIENCE LIBRARY RENOVATION AND EXPANSION,
THE COLLEGE OF WOOSTER, WOOSTER, OH
FLO K. GAULT LIBRARY, COLLEGE OF WOOSTER, WOOSTER, OH
KOLENBRANDER-HARTER LIBRARY,
MT. UNION COLLEGE, ALLIANCE, OH
WALDNER LIBRARY ADDITION AND RENOVATION,
DICKINSON COLLEGE, CARLISLE, PA
HENRY SEYMOUR LIBRARY ADDITION AND RENOVATION,
KNOX COLLEGE, GALESBURG, IL
MCCAIN LIBRARY ADDITION AND RENOVATION,
AGNES SCOTT COLLEGE, DECATUR, GA
KREITZBERG LIBRARY, NORWICH UNIVERSITY, NORTHFIELD, VT
WINSOR SCHOOL LIBRARY, BOSTON, MA
LIBRARY, MARIETTA COLLEGE, MARIETTA, OH
HIRAM LIBRARY, HIRAM COLLEGE, HIRAM, OH
PERFORMING ARTS CTR, URSINUS COLLEGE, COLLEGEVILLE, PA
MASON LIBRARY, KEENE STATE COLLEGE, KEENE, NH
LOWER CAMPUS STUDENT VILLAGE DINING AND HOUSING,
BOSTON COLLEGE, CHESTNUT HILL, MA
BRANFORD AND SAYBROOK COLLEGES RENOVATION,
YALE UNIVERSITY, NEW HAVEN, CT
THE COMMONS, UNIVERSITY OF MARYLAND,
BALTIMORE COUNTY, BALTIMORE, MD
GODDARD LIBRARY, CLARK UNIVERSITY, WORCESTER, MA
FRANKLIN PRATT LIBRARY, EAST WEYMOUTH, MA
ENOCH PRATT FREE LIBRARY RENOVATION, BALTIMORE, MD

COLUMBIA UNIVERSITY, M.S. URBAN DESIGN, 1971
COLUMBIA UNIVERSITY, M. ARCHITECTURE, 1970
BROWN UNIVERSITY, B.A., 1962

PERRY DEAN ROGERS | PARTNERS ARCHITECTS
CHAIRMAN, 2003
PRESIDENT, 1993
PRINCIPAL, 1979

REGISTERED ARCHITECT: MA, CT, NH, NY, ME, IL, VT, OH, PA, MD, MO, WV
NCARB CERTIFIED

HONORS (PARTIAL LIST)

DESIGN AWARD, CONSTRUCTION MANAGERS OF ST. LOUIS,
EMERSON LIBRARY, WEBSTER UNIVERSITY, 2004
AIA CONNECTICUT DESIGN AWARD, YALE UNIVERSITY,
BRANFORD AND SAYBROOK COLLEGES RENOVATIONS, 2002
BOSTON SOCIETY OF ARCHITECTS K-12 EDUCATIONAL FACILITIES
DESIGN AWARD, DILLON ARTS CENTER, GROTON SCHOOL, 2002
AMERICAN INSTITUTE OF ARCHITECTS GEORGIA, AWARD OF
EXCELLENCE, MCCAIN LIBRARY ADDITION & RENOVATION,
AGNES SCOTT COLLEGE, DECATUR, GA, 2001
EXCELLENCE IN MASONRY DESIGN AWARD AND GRAND AWARD,
WALDNER LIBRARY, DICKINSON COLLEGE, 1999
AIA/ALA HONOR AWARD, OLIN MEMORIAL LIBRARY, WESLEYAN
UNIVERSITY, 1989
NEW ENGLAND MASONRY DESIGN AWARD, OLIN MEMORIAL LIBRARY,
WESLEYAN UNIVERSITY, 1988

TEACHING

GUEST JUROR AND LECTURER IN ARCHITECTURE, HARVARD UNIVERSITY,
1982-1993
GUEST JUROR IN ARCHITECTURE, RHODE ISLAND SCHOOL OF DESIGN,
1984-1988
LECTURES: ACRL CONFERENCE, ST. ANSELMO COLLEGE, 1989,
SALT LAKE CITY, 1992
APPA CONFERENCE, ST. MICHAEL'S COLLEGE, 1991
LAMA CONFERENCE, CHICAGO, 1995
NIH SYMPOSIUM, "LIBRARY AS PLACE, BETHESDA, MD, 2003

MEMBER

THE COLLEGE OF FELLOWS OF THE AMERICAN INSTITUTE OF
ARCHITECTS BOSTON SOCIETY OF ARCHITECTS,
BOARD OF DIRECTORS 1990-1992
TRUSTEE AND PERMANENT SECRETARY, THE ROTCH TRAVELING
SCHOLARSHIP, 1990-PRESENT

PUBLICATIONS

WORK HAS BEEN PUBLISHED IN PROGRESSIVE ARCHITECTURE, ARCHITECTURAL RECORD, ARCHITECTURE, PROCESS, HOUSE BEAUTIFUL, AMERICAN SCHOOL AND UNIVERSITY, PRIVATE SCHOOL ADMINISTRATOR, COLLEGE PLANNING AND MANAGEMENT, AND SEVERAL OTHER NATIONAL AND FOREIGN JOURNALS. ARTICLES ON LIBRARY DESIGN HAVE BEEN PUBLISHED IN PORTAL, COMPUTER METHODS AND PROGRAMS IN BIOMEDICINE, BULLETIN OF THE MEDICAL LIBRARY ASSOCIATION, AND PORTAL JOURNAL OF LIBRARY DESIGN.

SCOTT BENNETT

711 South Race
Urbana, Illinois 61801-4132
217-367-9896

www.libraryspaceplanning.com
scott@libraryspaceplanning.com

Scott Bennett is Yale University Librarian Emeritus and a consultant on library space planning. He is also Senior Adviser for library projects at the Council of Independent Colleges. He was one of the founders of Project Muse at the Johns Hopkins University Press.

He has written *Libraries Designed for Learning* (Washington, DC: CLIR, 2003) and since then a number of highly regarded articles on library space planning. These publications are one product of an ongoing research, consulting, and public speaking program. His work is repeatedly cited in Megan E. Macken, "The Art Library as Place: The Role of Current Space Planning Paradigms within the Academic Art and Architecture Library," *Art Documentation*, 25:2 (Fall 2006): 18-25.

He has developed survey instruments used to map the learning geography of academic campuses; information is available at his Web site: <http://www.libraryspaceplanning.com>.

His twenty-five years of experience as a library collections management officer and as a research library director along with his extensive recent experience, through the Council of Independent Colleges, with teaching colleges inform his ability to meet OCAD's needs for an environmental scan and needs assessment survey. At Yale he exercised leadership in adopting digital images for instruction. He served on the university planning committee charged with renovating or constructing space for the School of Art, the Art History Department, and the Yale Art Gallery; he was deeply involved in designing a new library facility to serve the arts programs at Yale.

EMPLOYMENT

Retired, 2001- ; Senior Advisor for the library program of the **Council of Independent Colleges**, 2001- ; Visiting Professor, Graduate School of Library and Information Science, **University of Illinois at Urbana-Champaign**, Fall 2003; consultant on library space design, 2004-

University Librarian, **Yale University**, 1994-2001; oversaw about \$70 million in library renovations and construction

Sheridan Director, The Milton S. Eisenhower Library, **The Johns Hopkins University**, Baltimore, Maryland, 1989-1994; proposed a major renovation of the Eisenhower Library

Assistant University Librarian for Collection Management, **Northwestern University**, Evanston, Illinois, 1981-1989; oversaw the partial renovation of the Charles Deering Library

Instructor, Assistant and Associate Professor of Library Administration, **University of Illinois at Urbana-Champaign**, 1974-1981

Assistant Professor of English, **University of Illinois at Urbana-Champaign**, 1967-1974

Woodrow Wilson Teaching Intern, **St. Paul's College**, Lawrenceville, Virginia, 1964-1965

EDUCATION

University of Illinois, M.S., 1976 (Library Science)
Indiana University, M.A., 1966; Ph.D., 1967 (English)
Oberlin College, A.B. magna cum laude, 1960 (English)



PERRY DEAN ROGERS | PARTNERS ARCHITECTS

177 milk street boston massachusetts 02109

t 6174230100 f 6174262274 w perrydean.com